DOCUMENT RESUME

ED 095 687 40 EC 062 797

AUTHOR	Strauch, James D.
TITLE	A Training Model for Cooperating Teachers in Special Education: Mental Retardation. Final Report.
INSTITUTION	Connecticut Univ., Storrs. School of Education.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
BUREAU NO	119067A
PUB DATE	Jan 74
GRANT	OEG-0-71-4138-(603)
NOTE	239p.
EDRS PRICE	MF-$0.75 HC-$11.40 PLUS POSTAGE
DESCRIPTORS	*Behavioral Objectives; Educational Accountability; *Exceptional Child Education; Handicapped Children; *Performance Based Teacher Education; Program Descriptions; Public Schools; Resource Teachers; *Special Education Teachers; *Teaching Skills

ABSTRACT

A 3-year training project for cooperating teachers in special education is analyzed. Primary project objectives are to: (1) develop general competency statements concerning the function of cooperating teachers; (2) develop ways of delineating roles and expectations for student teachers, cooperating teachers, and college/university supervisors; (3) train teachers to identify, write, and utilize behavioral objectives; (4) train teachers to observe and record selected teaching behaviors; (5) train teachers to use particular instructional rating inventories; and (6) provide systematic feedback to student teachers. Project objectives are reported to have been pursued at the public school sites of the 50 participating teachers. It is explained that 44 cooperating teacher competencies were isolated by means of two surveys. Summary evaluation results are said to suggest that project goals have been achieved to a considerable extent. Recommendations are presented on the need to refine the pool of competency statements for training purposes, the importance of the cooperating teacher's role in the competency-based teacher education movement, and the possibilities for using the training program for cooperating teachers in general education. (GW)

ED 095687

Final Report

Project No. 119067A

Grant No. OEG-0-71-4138 (603)

A TRAINING MODEL FOR COOPERATING TEACHERS IN SPECIAL EDUCATION: MENTAL RETARDATION

James D. Strauch

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The University of Connecticut
School of Education
Storrs, Connecticut 06268

January, 1974

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Education for the Handicapped

EC 062 797

ABSTRACT

The rationale, procedures and results of a three year training project for cooperating teachers in special education are the major emphases in this report. The primary objectives of the project were to: 1. Develop a pool of general competency statements concerning the functions of cooperating teachers; 2. Develop ways of delineating roles and expectations for student teachers, cooperating teachers, and college/university supervisors as perceived by these three groups; 3. Train teachers to identify, write and utilize behavioral objectives; 4. Train teachers to observe and record selected teaching behaviors; and 5. Train teachers to use particular instructional rating inventories and to provide systematic feedback to persons being observed (student teachers). By way of two surveys, a total of 44 cooperating teacher competencies were isolated and formed a partial framework for the training activities. Project objectives 2-5 were carried out in different patterns at public school sites of the 50 participating teachers. The primary vehicles were half or full-day workshop sessions with follow-through for participating teachers by project staff from the University of Connecticut. Student teachers in special education were assigned to project teachers whereby workshop training could be realistically applied.

Results of evaluating the training program are presented for each objective in addition to overall summary evaluations for each of the three years of the project. Performance criteria were partially met in most instances by project teachers. In comparing project and non-project teachers on selected performance tasks, project persons tended to score higher but not significantly so in most cases. The overall summary evaluation results by student teachers and cooperating teachers using project developed surveys and semantic differentials suggested that project goals had been achieved to a considerable extent. Comparisons between project and non-project groups are presented. Special problems to training in evaluating teaching behavior and to providing viable feedback to the student teacher are noted and discussed. Recommendations are presented focusing upon the need to refine and expand the pool of competency statements for training purposes; the importance of the cooperating teacher's role in the competency based teacher education movement; and the possibilities in using the training program for cooperating teachers in general education.

ACKNOWLEDGEMENTS

Many persons contributed to the operation of this project. The most important of whom were cooperating teachers, administrators and student teachers from Connecticut public schools.

Dr. Ray Swassing, now at Ohio State University, served as co-director at the inception of the project. John J. Creamer, now at Syracuse University, worked diligently in carrying out many project responsibilities over a two year period.

Other persons who had a special part in the project were Glenn G. Affleck, Dr. Sigita Ramanauskas, Dr. Stan Shaw, Ms. Barbara Wyss and Roseann McAndrews.

No three year training endeavor such as this could be completed without a competent and tremendously patient secretary. I am especially appreciate of Mrs. Ann Marie McDonald who has served in this position.

I heartily acknowledge the contributions of all of the above persons and am grateful for their efforts.

A special thanks is extended to my family - Cathy, Pat, Liz and Mike.

J.D.S.

Preface

The primary aim of this project was to develop and implement a pattern for training cooperating teachers in mental retardation. As the project evolved it became abundantly clear that a similar pattern would undoubtedly be useful for most special and general educators serving in cooperating, supervising or master teacher roles. It also became obvious that the five major project objectives involved considerations beyond what had been anticipated.

If, for example, student teacher performance was to be rated it would be necessary to operationalize our conception of teaching. This in turn required the development of rating inventories that had training merit for the cooperating teachers and also practical value to be used with student teachers. The task of providing a reasonable interface between project isolated goals and the realities of the cooperating teacher's role and function could only be realized by working-through the training project.

Considerable detail is presented in this report for two reasons. First, if the training pattern has value it lies in the processes that were followed throughout the project. Readers can judge for themselves whether or not the results merit the effort. Secondly, some of the detail provided should assist interested persons in adopting or modifying selected parts of the project.

This was not an experimental study but rather a field-based-training endeavor. The hurdles to evaluation are voluminous and are reflected in the eclecticism employed in gathering information in order to make some value statements concerning the project.

The project was a beginning to training persons who are or could be the most significant change agents in the preservice education of teachers.

James D. Strauch

TABLE OF CONTENTS

Page

Acknowledgements........ i

Preface........ ii

Table of Contents........ iii

List of Tables........ iv-v

List of Figures........ vi

Introduction........ 1

Project Objectives........ 4

Overall Project Procedures........ 6

Rationale, Procedures and Results for Specific Project Objectives........ 9

Overall Summary Evaluations - 1971, 1972, 1973........ 53

Conclusions and Recommendations........ 79

Bibliography........ 82

Appendixes........ 87

LIST OF TABLES

Table Page

1 Analysis of Variance Regarding Factor I of Competency Survey...... 11

2. Analysis of Variance Regarding Factor II of Competency Survey..... 12

3. Analysis of Variance Regarding Factor III of Competency Survey.... 13

3a Factor III Scheffe Analysis.. 14

4. Analysis of Variance Regarding Factor VIII of Competency Survey... 15

5. Analysis of Variance Regarding Factor X of Competency Survey...... 16

6. Mean Scores for Teacher Educators, Classroom Teachers and Student Teachers Regarding Competency Survey.................... 18-21

7. Ranking of Expectations for Student Teachers by Cooperating and Student Teachers.. 25

8. Ranking of College/University Supervisor Role By Cooperating Teachers.. 27

9. Student Teacher Expectations.. 29

10. Performance Scores of Cooperating Project Teachers on Instructional Objectives Test... 32

11. Performance Cooperating Teachers in Writing and Implementing Behavioral Objectives as Measured by Pupil Performance............ 33

12. Performance of Project and Non-project Teachers on Behavioral Objectives Test.. 34

13. Scores on Terminal Task of Instructional Module.................... 35

14. Performance Scores of Project Teachers on Observation Video Task-Questioning and Reinforcing....................................... 39

15. Performance Scores of Non-project Teachers on Observation Video Task - Questioning and Reinforcing................................. 39

16. Results of Teacher Survey Concerning Selected Project Activities.. 58

17. Comparisons Between Project and Non-project Teachers Regarding Student Teaching and University Supervisor......................... 60

18. Item Display Summary of Project and Non-project Teacher Responses. 61

19. Semantic Differential Comparisons Between Project and Non-project Cooperating Teachers... 62

20. Factors and Response Dimensions for Teachers on Semantic Differential.. 64

LIST OF TABLES

Table Page

21. Comparisons Between Project and Non-project Student Teachers Regarding University Supervision and Cooperating Teachers.......... 65

22. Item Display Summary of Project and Non-project Student Teacher Responses.. 66

23. Semantic Differential Comparisons Between Project and Non-Project Student Teachers..................................... 68

24. Factors and Response Dimensions for Student Teachers or Semantic Differential.. 69

25. Student Teacher Response Percentages Concerning Competencies of Their Cooperating Teachers.................................. 72-74

26. Cooperating Teacher Satisfaction Responses Regarding Form C........ 76

27. Cooperating Teacher Responses Regarding Form A - Instructional Behavior Rating Scale.............................. 77

28. Cooperating Teacher Responses Regarding Form B - Classroom Interactions... 77

29. Cooperating Teachers' Utilization of Form A - Instructional Behavior Rating Inventory.............................. 78

LIST OF FIGURES

Figure Page

1. Performance of Teacher Groups in Observing and Recording Questioning Behavior on Video.................................... 40

2. Performance of Teacher Groups in Observing and Recording Reinforcing Behavior on Video.................................... 41

Introduction

Developing and utilizing an inservice training program for cooperating teachers in special education, primarily teachers of the mentally retarded, was the main purpose of this project. Issues in teacher training in general and special education such as student teaching and inservice education were also inextricably tied to the project and are included in this report where appropriate.

Ryan (1971) notes that student teaching became a mainstay of all teacher education programs by 1920 when state education departments became the legal certifying agencies for teachers. Since that time the teaching profession has usually included a student-apprentice and master-teacher model wherein the student observes, discovers, and performs similar to the master teacher. Specific and comprehensive reviews pertaining to student teaching in general education emphasize this model and note the important role played by the cooperating teacher (Allen & Seifman, 1971; Davies, 1960; Ebel, 1969; Gage, 1963; and Shaplin, 1961). Some substantive exceptions to this practice teaching model have been initiated by Alley and Ryan (1969) through microteaching techniques; by the R & D Center for Teacher Education at the University of Texas at Austin; and at the Far West Laboratory for Educational Research and Development (Borg, Kelley, Langer and Gall, 1970). A simulated approach to teaching has been developed and marketed by Cruickshank (1969). Ultimately, however, persons seeking certification are required to student teach for a prescribed period of time under the guidance of a cooperating teacher in a public school.

Student teaching in most special education programs tends to follow a pattern similar to that found in general education. The value of the student teaching experience and centrality of the cooperating teacher's role is spelled out in the *Professional Standards for Personnel in the Education of Exceptional Children* (1966).[1] Representative descriptions of student teaching programs in mental retardation are discussed by (Anderson and Little, 1968; Carlson and Potter, 1970; Fouracre, 1966; Iano, 1972; Lance, 1966; and Mackie and Dunn, 1960). In each of these instances the cooperating teacher is a central figure in the student teaching process. A notable exception to tradition in special education teacher training is the work being carried out by Indiana University at the Center for Innovation in Teaching the Handicapped.

Except in minor instances, the majority of preservice education programs in general or special education continue to utilize the talents and skills of cooperating teachers in public school programs. What is apparent in reviewing the literature is the paucity of reported formal developments focusing on the needed competencies or skills of cooperating teachers, specific training programs for these teachers, and measures for evaluating the performance of cooperating or master teachers. This dilemma seems particularly striking in view of the performance based teacher education movement and payed full-time internships being required for certification in certain states, e.g., New York State (Andrews, 1972). Competency/performance based programs will require particular functions on the part of master or cooperating teachers whether they serve student teachers, or part or full-time school interns. The label "cooperating teacher" may be eliminated in the above programs but the role of supervising, modeling for, and evaluating the novice will continue in some form.

Blatt (1966) reviewed available research concerning the preparation of special education personnel and the only reference concerning cooperating teachers related to the need for greater role clarification. No particular training programs or experimental studies involving cooperating teachers in special education, and mental retardation in particular, were cited. In a selected bibliography of 100 entries on professional education published by the Council for Exceptional Children (1971) no reference was found concerning cooperating, supervising, or master teachers.

---

[1] A revision of *Professional Standards* is currently underway.

Training efforts for cooperating teachers in mental retardation in particular have taken the form of formal courses, informal seminars or one or two day conferences (Anderson, 1973; Fuchigami, 1967; Kokaska and Schmidt, 1972). However, even in these instances no clearly defined competencies were spelled out.

It is reasonable to assume that some changes have occurred since a report issued by Lingren (1957) wherein 40 states had no certification or established criteria for cooperating or supervising teachers at that time. Oregon's extensive statewide plan to train cooperating teachers in general education is an exception to what has been done in most states (Ward and Suttle, 1966).

Given the traditional but prominent role and responsibilities assigned to a cooperating teacher, and the reported effect he/she has on student teachers (Amidon & Hough, 1967, P. 275; Brim, 1966; Denemark & MacDonald, 1967) it is peculiar that so few studies and substantive training efforts have been carried out.

Shaplin (1961) emphasized that teaching required a high degree of specialized knowledge and skill and that the supervising or cooperating teacher was required to have these skills in addition to the

> ...special ability to influence the behavior of others in a desired direction. It is customary, in the selection of teachers for supervisory duties (cooperating teachers), to choose those who have the reputation of being "good" teachers. "Good" teaching is a necessary, but not sufficient criterion, for many excellent teachers have little skill or ability to analyze their own behavior or the behavior of others, to communicate this analysis, and to suggest changes which are consistent with the characteristics of the novice.... (p. 44).

Project Objectives

The major purpose of this project was to develop and implement a training program for selected cooperating teachers in special education.

The specific objectives were:

1. To develop a pool of competency statements for cooperating teachers that reflected the judgments of a cross-section of persons involved in the student teaching process.
2. To develop a means of delineating roles and expectations for student teachers, cooperating teachers and college/university supervisors, as perceived by these three groups.
3. To train teachers to identify, write and utilize behavioral objectives.
4. To train teachers to observe and record selected teaching behaviors.
5. To train teachers to use particular rating inventories and to provide systematic feedback to student teachers.

These five objectives provided the framework for project activities that were carried out over a three year period between 1970-1973. As noted above, a review of the literature did not provide any solid training suggestions or what content should be covered. Objectives two through five had some support in the literature, were consistent with on-going special education training programs at the University of Connecticut, and had been utilized informally and inconsistently over a period of two years at the University. The first objective, systematically gathering a list of general competencies of cooperating teachers was carried out during the first year of the project.

The project staff was committed to having the participating teachers provide input to the training program. Therefore, some project elements and procedures were modified as the project progressed over the three year period.

The information below is presented as follows: a) overall project procedures, b) rationale, procedures, and results for specific objectives, c) overall summary project evaluations, and d) conclusions and recommendations.

In an attempt to present the report as clearly as possible, each project objective, one through five, includes a rationale, procedures and results for the three years where appropriate. The overall summary evaluations of the project by year are presented separately.

Overall Project Procedures

The project emphasized an inservice training approach at schools which were centrally located to participating teachers. The first two years involved the total academic year with workshop-type programs offered once a month and staff follow-up occurring between workshops at the teachers' respective schools.

The first year included a three week summer preparation period at the University of Connecticut involving 15 special class teachers and three administrators, from the participating schools. Participants received a minimal weekly stipend, and all were from the Greater Hartford area. Seniors who had student taught were included when topics where they could contribute were discussed. The 1970-71 academic year provided for 13 full-day workshops at which time participating teachers were released from their schools and substitute teachers covered these classes. Project staff follow-up was provided throughout the year. The staff included two half time co-directors, one field supervisor and one graduate assistant.

Participating juniors in mental retardation were placed with the cooperating teacher one day per week during the first semester; a senior student teacher spent 12 weeks of the last semester with the project teacher. This provided the participants with a reality base for applying workshop material to their particular student-in-training.

During the second year 1971-72, the project included ten cooperating teachers, two half-time co-directors and one three quarter time field representative. The experience of the first year, results of participant feedback, and the competency surveys, provided sufficient cause to alter some project procedures.

An attempt was made to randomly select 10 project cooperating teachers from a pool of 25 applicants for purposes of employing a post-test only control group design (Campbell and Stanley, 1963). Aside from evaluating the performance of participants on the specific project objectives, some overall summative and comparative evaluation of the training model was desired.

From September, 1971 to January, 1972 the 10 project teachers participated in eight workshop sessions dealing with curriculum and instruction in reading and mathematics for the handicapped. It made both practical and theoretical sense to emphasize reading and math instruction and behavioral objectives. From a practical point, teachers needed updating and refurbishing of their information and skills concerning these subject content areas. This was evident from visiting their classrooms, from student teacher reports, and teacher reports. The behavioral objectives had considerably more utility when directly tied to the everyday problems of the project teachers.

The expectation that all cooperating teachers felt adequate about and were in fact equipped to instruct in these areas, i.e., reading and math, was not particularly supportable. This resulted in partial refocusing of project objectives. The project objective of identifying, writing and utilizing behavioral objectives was woven into these sessions. These sessions were also conducted at centrally located schools. A typical workshop is outlined in Appendix A.

In contrast to the first year of full day released time workshops, participating teachers met after school hours and were provided three hours graduate course credit and a small stipend to cover their expenses. Again, a junior in special education spent one day per week with these teachers. The 10 non-project teachers also worked with a junior. All teachers were provided with project staff follow-up whereby every teacher was seen at least every two weeks for two to three hours.

During the spring semester of 1972, project teachers continued to meet after school for six sessions spread over four months for approximately five hours apiece. At this time project objectives four and five were emphasized with a student teacher being assigned. The project staff was again involved in regular on-site follow through of workshop content and the supervision of student teachers.

The final year, 1972-73, required a completion of project materials and a means of delivering the essence of the training program to a larger group of teachers, taking less time, with a half time director and one graduate assistant. Essentially the main purpose of the final year was to prepare to incorporate the training program into the existing special education teacher preparation program at the University of Connecticut.

Five workshops were conducted in selected sections of Connecticut that were readily accessible to 25 cooperating teachers. These sessions involved a short discussion, examination and explanation of various forms developed by the project, and an opportunity to practice using the forms with short video teaching episodes. A greater emphasis was placed on (a) having the written materials sent to the cooperating teacher be self-explanatory; (b) providing the special education college/university supervisors with a clear understanding of what was expected; and (c) giving students-in-training more awareness of what was expected. Much of this was accomplished through written materials.

Two additional features concerning the overall procedures should be noted. First, a teacher advisory group was established during the project's tenure and served to guide, redefine, and participate as instructors in some project endeavors. Second, as project teachers were being trained in writing objectives, and observing and recording teacher behavior, students-in-training were also practicing these skills in their preservice courses on campus.

Rationale, Procedures and Results

for Specific Project Objectives

Objective

1. To develop a pool of competency statements for cooperating teachers that were judged important by a cross-section of persons involved in the student teaching process.

Most of the literature concerning the role of the cooperating teacher, and that relating to training programs, involves general statements which are difficult to operationalize and may or may not be valid. They are however, common and pervasive in the literature (Anderson, 1973; Professional Standards in Educating Exceptional Children, 1966; and Simmons, 1966). A typical example is presented by Ebel (1969, p. 1382) where the supervising or cooperating teacher is expected to be:

a) a friend, adviser, and counselor;
b) an outstanding teacher;
c) director of observation;
d) professional person and desirable model;
e) evaluator of teaching proficiency; and
f) an innovator and experimenter

These are important attributes which are not evenly distributed among cooperating teachers, and are not easily acquired or taught.

Procedures

During the first summer and academic year of the project, cooperating teachers, administrators, student teachers, university staff, and coordinators of special education programs assisted in constructing 50 expectations for cooperating teachers. The list was refined and developed into 29 general competency statements. These statements were then arranged into a survey questionnaire by the staff (See Appendix B). Responses to the Cooperating Teacher Competency Survey (CTCS) were obtained from 103 persons consisting of senior undergraduates, experienced cooperating teachers and coordinators of special education.

Results

The data was factor analyzed and yielded ten distinct factors (See Appendix C). The first factor accounting for the greatest variance was labeled "Professional Awareness and Development".

A comparison of the three groups - special education teachers, coordinators, and student teachers on the most reliable factors, 1, 2, 3, 8 and 10 was undertaken. An analysis of variance yielded significant differences between groups on Factor III, Orientation (See Tables 1 - 5) Significant differences were obtained between the cooperating teacher and student teacher, and between coordinators and student. The differences between the student teachers and cooperating teacher was greater than the difference between student teachers and coordinators of special education.

Upon inspection of mean scores the majority of items were rated as very or moderately important. Seven of the items rated very important - items 14, 15, 16 - involved evaluating the student teacher; items 23 and 24 pertained to identifying and planning for individual needs of pupils; and items 28 and 29 relate to providing a climate where the student teacher can experiment, and have a gradual induction into the total teaching experience.

This survey provided a basis for the first University of Connecticut's "Guidelines for Cooperating Teachers in Special Education." (See Appendix D).

The first survey was expanded, some items were rewritten, resulting in a revised survey questionnaire of 52 items. (See Appendix E). In gathering items for the CTCS Revision, 70 colleges and universities offering undergraduate programs in special education were requested to send a copy of their student teaching handbook or guidelines. A total of 41 brochures and handbooks was received. The expectations for cooperating teachers were systematically examined, overlap and duplication were eliminated. There was some assurance

Table 1

Factor I ANOVA: Professional Awareness and Development

Source	df	MS	F
Between	2	1.949	.672
Within	81	2.899	

F.05 ≥ 3.11

Factor I Means

Groups	N	$\bar{X}$
1. Special Education Teachers	38	4.289
2. Special Education Coordinators	20	3.930
3. Special Education Student Teachers	26	3.807

Table 2

Factor II ANOVA: Evaluation of Student Teachers

Source	df	MS	F
Between	2	3.070	.545
Within	81	5.626	

$F \leq .05$ 3.11

Factor II Means

Group	N	$\bar{X}$
1. Special Education Teachers	38	6.658
2. Special Education Coordinators	20	6.000
3. Special Education Student Teachers	26	6.269

Table 3

Factor III ANOVA: Orientation

Source	df	MS	F
Between	2	27.347	8.175*
Within	82	3.345	

* $P < .01$
$F_{.01} \geq 4.88$

Factor III Means

Group	N	$\bar{X}$
1. Special Education Teachers	39	4.564
2. Special Education Coordinators	20	4.850
3. Special Education Student Teachers	26	6.385

Table 3a

Factor III Scheffe Analysis

Comparison	$\bar{X}$ Diff	$\sigma_{\hat{\psi}}$	*s*
Teacher/ coordinator	.286	.504	.567
Teacher/ student teacher	1.820	.463	3.934**
Coordinator/ student teacher	1.534	.543	2.827*

$^{*}p < .05.$

$^{**}p < .01.$

$F_{.05} \geq 2.493$

$F_{.01} \geq 3.124$

Table 4

Factor VIII ANOVA: Awareness of Team Relationship

Source	df	MS	F
Between	2	4.901	1.091
Within	81	4.90	

$F_{.05} \geq 3.11$

Factor VIII Means

Group	N	$\bar{X}$
1. Special Education Teachers	38	5.342
2. Special Education Coordinators	20	5.850
3. Special Education Student teachers	26	6.115

Table 5

Factor X ANOVA: Individual Planning Ability

Source	df	MS	F
Between	2	1.949	.672
Within	81	2.899	

$F_{.05} \geq 3.11$

Factor X Means

Group	N	X
1 Special Education Teachers	38	4.289
2. Special Education Coordinators	20	3.950
3. Special Education Student teachers	26	3.808

in using this procedure that content validity would at least be achieved in the selection of survey items. The CTCS revision was then mailed to a sample of 132 persons in the field of special education: 54 teacher educators (college or university), 32 experienced cooperating teachers, and 46 special education student teachers.

Results

Table 6 includes a rank ordering of the 52 items based on the composite or grand mean, a mean score for each item for the three groups, and F values based upon an analysis of variance.

Upon inspection of the ranked mean score it is important to examine the three different group means since they are not always in a one-to-one correspondence. But in general items assigned a high score by one group were assigned similar scores by the other two groups, and the same held concerning items assigned a low score.

Items assigned the highest four ranks relate to issues in evaluating student teacher performance, providing specifics to improve performance, and treating the student teacher in a colleague - like manner. The three items ranked least important were those intentionally included in the questionnaire to discourage response set, e.g., "the cooperating teacher should provide a free lunch for the student teacher".... (See Appendix E, item 36). The suspicion is that student teacher respondees were not serious in assigning a mean score of 2.24 to this item, which would place it in the "moderately inappropriate" range on the questionnaire. The F value was highly significant between the group means on this particular item. Statistically significant F values were obtained on three other items - 51, 52 and 35 - but were also assigned a relatively low rank by the groups. Nonetheless, it is important to note the different perceptions of the

Table 6

RESULTS OF COOPERATING TEACHER

COMPETENCIES SURVEY (Revision)

	Cooperating Teacher Competency	Rank	Grand Mean N=132	Mean (Teacher Educators) N=54	Mean (Classroom Teachers) N=32	Mean (Student Teachers) N=46	F
(12)[1]	Criticism includes specific suggestions[2]	1	4.97	4.94	5.00	4.98	NS
(11)	Open Discussion of evaluation	2	4.95	4.93	4.94	5.00	NS
(10)	Identify ST's strengths and weaknesses	3	4.90	4.94	4.94	4.83	1.70
(48)	Regard ST as teacher-in-training, not subordinate	4	4.88	4.79	4.97	4.91	1.36
(49)	Point out methods of effective classroom management	5	4.86	4.87	4.88	4.85	NS
(19)	Teach individual pupil diagnosis	7.5	4.82	4.91	4.84	4.70	3.59*
(34)	Notify ST in advance for total class responsibility	7.5	4.82	4.78	4.84	4.87	NS
(40)	Solid introduction of ST to classroom and school facilities	7.5	4.82	4.72	4.94	4.85	2.09
(31)	Provide flexible classroom program	7.5	4.82	4.80	4.84	4.85	NS
(22)	Allow ST to experiment with her own ideas	10	4.81	4.81	4.87	4.76	NS
(3)	Available for non-scheduled conferences with ST	11	4.80	4.69	4.88	4.89	1.73
(42)	Discuss criteria of evaluation with ST	12	4.77	4.69	4.81	4.84	1.22
(28)	Slowly increase ST's responsibility to include total class	13	4.74	4.78	4.91	4.59	2.02
(38)	Establish open atmosphere between ST, CT, and Univ. Supvr.	14	4.73	4.81	4.72	4.63	1.32
(45)	Allow ST enough time to complete requirements	15	4.72	4.67	4.72	4.78	NS
(1)	Involve ST in parent, staff, and community activities	16.5	4.71	4.87	4.53	4.65	3.15*

CT - Cooperating Teacher

ST - Student Teacher

Results of Cooperating Teacher Competencies Survey (1973)

	Cooperating Teacher Competency	Rank	Grand Mean N=132	Mean (Teacher Educators) N=54	Mean (Classroom Teachers) N=32	Mean (Student Teachers) N=46	F
(20)	Teaches to individual needs	16.5	4.71	4.72	4.75	4.67	NS
(7)	Discuss with ST and Univ. aspects of evaluation procedures prior to beginning of student teaching	18	4.70	4.72	4.69	4.70	NS
(30)	Allow ST to participate in program development	19	4.65	4.65	4.66	4.65	NS
(29)	Allow ST to observe class prior to actual teaching and discuss observations	21.5	4.64	4.67	4.84	4.48	3.20*
(46)	Plan with ST in advance as to rate at which duties will be assumed	21.5	4.64	4.59	4.59	4.74	NS
(47)	Take initiative in duscussing ST's weaknesses	22	4.63	4.61	4.72	4.60	NS
(26)	Demonstrate variety of materials and techniques	23	4.61	4.48	4.78	4.65	2.22
(33)	Establish viable relationship with Univ. Supvr.	24	4.55	4.69	4.35	4.51	2.53
(2)	Maintain regular conference schedule	25	4.53	4.53	4.47	4.57	NS
(6)	Use objective measures to evaluate ST	26.5	4.52	4.57	4.65	4.36	1.21
(44)	Discuss ST progress ST and Univ. Supvr.	26.5	4.52	4.54	4.44	4.57	NS
(27)	Provide opportunity for ST to observe other classes	28	4.50	4.48	4.78	4.65	1.83
(18)	Justify content areas + techniques in terms of student needs	29	4.48	4.35	4.56	4.51	1.33
(24)	Allow ST at least 3 weeks of total classroom responsibility	30.5	4.45	4.57	4.50	4.26	1.31
(39)	Introduce ST to faculty and staff	30.5	4.45	4.50	4.56	4.33	1.12

Results of Cooperating Teacher Competencies Survey (1973)

Cooperating Teacher Competency	Rank	Grand Mean N=132	Mean (Teacher Educators) N=54	Mean (Classroom Teachers) N=32	Mean (Student Teachers) N=46	F
(13) Maintain written records of ST progress for discussion	32	4.40	4.44	4.39	4.35	NS
(17) Relate present class curriculum to past + future curriculum	33.5	4.30	4.41	4.28	4.17	NS
(25) Inform ST of publications + materials/ resources in community	33.5	4.30	4.15	4.56	4.30	2.77
(32) Provide guidelines for ST role + authority in classroom	35	4.28	4.29	4.31	4.24	NS
(9) Identify competencies possessed or to be developed by ST's in general	36.5	4.27	4.11	4.50	4.30	1.77
(37) Assist ST in analyzing other teaching situations observed	36.5	4.27	4.31	4.53	4.01	3.35*
(21) Assist in preparation and evaluation of lesson plans	38.5	4.23	4.30	4.45	4.00	3.02
(14) Allow ST to observe + evaluate CT's style and techniques	38.5	4.23	4.39	3.94	4.26	2.03
(15) Objectively evaluate relationship with ST in terms of professional growth	40.5	4.22	4.28	4.44	4.00	2.51
(5) Share perception of expected roles of CT, ST, and University Supervisor	40.5	4.22	4.07	4.44	4.23	1.39
(4) Analyze relationship between CT, ST, and University Supervisor	42	4.20	4.15	4.45	4.09	1.42
(16) Point out sources of professional improvement	43	4.16	4.20	4.28	4.02	1.23
(41) Provide ST with specific work area	44	4.08	4.07	4.22	3.98	NS
(35) Provide ST with guidelines for test construction and administration	45	3.73	3.41	3.93	3.98	4.60*

Results of Cooperating Teacher Competencies Survey (1973)

	Cooperating Teacher Competency	Rank	Grand Mean N=132	Mean (Teacher Educators) N=54	Mean (Classroom Teachers) N=32	Mean (Student Teachers) N=46	F
(43)	Expect University Supervisor to demonstrate important teaching behaviors	46	3.63	3.55	3.47	3.85	1.28
(52)	CT be given appointment as adjunct faculty	47	2.83	3.13	2.13	2.96	8.27**
(51)	Require that visits by University Supervisor be scheduled	48	2.63	2.35	2.41	3.11	5.77*
(50)	Insist that ST follow CT routine	49	2.51	2.65	2.65	2.26	1.62
(23)	CT design a course in writing behavorial objectives	50	2.18	2.11	2.29	2.17	NS
(36)	Provide "free lunch" for ST	51	1.73	1.58	1.28	2.24	8.74**
(8)	Assure means of transportation for ST	52	1.42	1.54	1.19	1.43	1.78

[1] Numbers in parentheses refer to item number in survey (copy located in appendix).

[2] Competencies listed paraphrase those used in actual survey.

*p <.05

**p <.01

three groups relative to announced University visits versus unannounced visits, adjunct faculty status for the cooperating teacher, and providing guidelines for test construction and administration. Except for the eight statistically significant differences, the three groups assigned relatively similar scores to the other 44 items. Having some level of agreement among the three crucial groups in the student teaching experience is a valuable first step in deriving a framework for training programs.

Both the original and this revised survey were used in decision making for project goals and activities. The training program however did not completely interface with the competency statements.

Many of the items could be refined further into more discrete behavioral statements from which training programs and modules would be developed.

(This survey is treated more fully in a manuscript submitted for journal publication.)

Objective

2. To develop ways of delineating statements of roles and expectations for student teachers and college/university supervisors. (Roles and expectations for the cooperating teacher were emphasized in Objective 1.)

One of the first challenges in the project training program was to provide a level of credibility and validity in what was being attempted in order to secure some lasting changes in the student teaching program.

Role conflicts between public schools and university training programs have existed since the inception of these institutions. In particular conflicts between cooperating teachers, student teachers, and college/university supervisors have been noted and studied by Bush, 1971; Corrigan, 1966; Gage, 1963; Garland, Williams, and Corrigan, 1968; Getzels and Thelen, 1960; Grey and Greenblatt, 1963; Harris and Bessant, 1969; Horowitz, 1968; and Joyce, 1963). Knowing of the conflicts that usually exist as reported in the literature and from extended first-hand experiences, a major purpose of the project was to reduce role conflicts and dissonance which are commonly seen in student teacher, cooperating teacher and university supervisor relationships.

Procedures

The general procedure was to have cooperating teachers generate lists of expectations for various constituents to the student teaching program. Dean Corrigan of the University of Vermont who has written and studied role relationships in education and student teaching in particular, provided direction to the project in this area. He conducted a workshop for participants during the first summer of the project. Studying Role Relationships (Corrigan and Garland, 1966) was provided all participants and used as a background for subsequent workshops in role clarification and resolution.

Participants were assigned to work in group triads to develop a minimum of ten written expectations for student teachers, ten for university supervisors, and ten for school administrators. These expectations, eventually refined, expanded upon, with some being eliminated, were incorporated into the student teaching program. In other words, participant expectations and suggestions were responded to and adopted as part of the overall project.

Groups had the most difficulty in preparing statements of expectations for the roles of school administrators in the student teaching enterprise and this never was fully resolved.

Lists of expectations were developed for student teachers and college/university supervisors with some input from the project staff. Participants were then requested to rate the importance of each of the statements which had been prepared in a Likert - type format. Only those items receiving 90% agreement among project teachers were incorporated into the student teaching program on a trial basis. (See Appendix F).

The teacher created expectations for student teachers were then rated by 29 student teachers in special education. The responses were ranked for both the teacher participants and student teachers. Rankings were also presented concerning cooperating teacher expectations for college/university supervisors.

Results

The ranked responses for cooperating teachers and student teachers regarding expectations for student teachers are presented in Table 7. The ordinal data dramatizes the limited extent of agreement between student teachers and cooperating teachers on the 30 items. This technique- having participants delineate their expectations, gathering reactions to these expectations, and comparing perceptions, was a valuable process utilized throughout the project. The need

Table 7

Expectations for Student Teachers rated by Cooperating Teachers and Student Teachers

Item	CT N=25 Rank Order	ST N=29 Rank Order	CT Mean	ST Mean
1	1	8	4.92	4.72
2	2	5	4.84	4.75
3	17	9	4.23	4.69
4	15	18	4.30	4.38
5	7	16	4.67	4.44
6	24	28	3.38	3.27
7	8	10	4.61	4.69
8	22	17	4.07	4.39
9	30	27	3.15	3.31
10	25	29	3.38	3.21
11	19	19	4.23	4.31
12	20	21	4.23	4.13
13	26	30	3.30	3.21
14	27	22	3.30	4.10
15	21	23	4.07	3.93
16	18	20	4.23	4.17
17	9	7	4.53	4.75
18	28	26	3.30	3.46
19	14	24	4.38	3.93
20	16	12	4.30	4.65
21	12	11	4.46	4.69
22	10	3	4.53	4.79
23	3	1	4.84	4.89
24	29	25	3.23	3.72
25	5	6	4.69	4.75
26	6	2	4.69	4.86
27	11	13	4.53	4.62
28	13	15	4.38	4.55
29	23	14	4.00	4.58
30	4	4	4.77	4.79

[a] Highest possible score = 5.00

for extended diaglogue between the coopeating teacher and student teacher was readily apparent. A final project revision of "Expectations for Student Teachers" more closely satisfied cooperating teachers, student teachers and college/university supervisors. (See Appendix G)

The 15 item "Expectations for University Supervisors" (Appendix H) was responded to by cooperating teachers only. Table 8 indicates the highest ranked items referred to having university supervisory personnel inform officials at the university of needs in teacher education programs as perceived by teachers-in-the-field; having the university supervisor discuss the student teaching experience and criteria to be used in evaluation prior to placing students; and having the supervisor familiar with the philosophy, objectives, etc., of the cooperating school's program.

In general, teachers sought more of a part in designing and executing the teacher training program. The difficulty lay in having a college or university respond in an appropriate way.

In providing this process of declaring expectations and writing statements of intent, persons involved in the program were able to anticipate and in some cases prevent possible conflicts. Also, the process of creating the expectations, judging their value, and noting areas of differing perceptions was especially instructional for the project staff, cooperating teachers and student teachers.

These preliminary adopted expectations for student teachers, university supervisors, and cooperating teachers (Objective 1) were used by participants as guides and as a means of evaluating themselves and the project (Appendix I). A simple checklist corresponding to the items on the "Preliminary Adopted Expectations..." was utilized by participants (Appendicies I and J). The same check list of items could be responded to by the cooperating teacher and student teacher as a way of deciding their extent of agreement concerning accomplishments. It was also utilized as a self-check by participants and provided a form of

Table 8

Cooperating Teachers' Ratings of the Role of the College/University Supervisor
N = 15

Item	Score	$\bar{X}$	Rank
1	57	3.8	10
2	52	3.3	13
3	45	2.8	14.5
4	72	4.5	2
5	63	4.2	4
6	52	3.5	12
7	45	2.8	14.5
8	63	3.9	7.5
9	64	4.0	5.5
10	58	3.6	11
11	62	3.9	7.5
12	59	3.9	7.5
13	74	4.6	1
14	64	4.0	5.5
15	70	4.4	3

Note: Total possible score = 75

process evaluation used in setting directions for the project.

All of the written expectations could be refined and expanded upon. They are what might be called "general" competency statements.

Another approach employed in delving into the area of expectations included two open-end questions asked of 31 student teachers prior to placement in schools. these were:

1. What do you expect from your student teaching experience?
2. What do you expect of your cooperating teacher?

Results

Student teacher expectations were categorized by the project staff. The results are provided in Table 9. Of the 31 students, 25 were concerned with being critically but fairly evaluated by their cooperating teacher. They also sought to reduce role uncertainty, and to grow both personally and professionally from the experience. Student teachers desired autonomy but also expected their cooperating teachers to be helpful, tolerant, enthusiastic, frank and objective.

Objectives 3, 4, and 5 built upon the results of having clarified the respective roles and expectations of project participants.

Objective

3. To train project teachers to be able to identify, write and utilize behavioral objectives.

This objective was selected for many reasons. The behavioral objective movement had gained significant momentum by the time this project began and it appeared imperative that a model teacher have this skill within his/her teaching repertoire. Using behavioral statements also provided a common frame of reference in discussing instruction among the university supervisor, student teacher and cooperating teacher. Particular expectations for a student teacher could be

Table 9

Listing of Student Teacher Expectations

Code	Item	Description	Total No. of Student Teacher Responses
A	Analysis	Indicates desire for evaluation...	25
B	Guidelines	Indicates strong desire for structure...	8
C	Logistics	Indicates strong desire for awareness for clerical...	3
D	Intolerance	Hypercritical attitude...	0
E	Authoritarian	Strong concern for authority and discipline...	0
F	Concern with subject matter or methodology	Concern for mechanical teaching aspects...	9
G	Anxiety or passiveness	Feeling of uncertainty or anxiety...	5
H	Praise	Desire for some praise from cooperating teacher...	2
I	Autonomy	Desire for freedom in the teaching situation...	16
J	Experience	Concern for reducing role uncertainty...	24
K	Teacher tolerance	Reality-based apprasial of cooperating teacher...	1
L	Concern with children	Focus of student teacher on children...	13
M	Professionalism	Cooperating teacher should be helpful, enthusiastic...	18
N	Praise for cooperating teacher	Favorable comments, re: cooperating teacher...	0
O	Personal development	Personal or professional maturation...	25
P	Index of interest	Determine whether or not to continue...	2
Q	Teacher confidence	Role uncertainty to be resolved...	6

written in behavioral terms providing the student a chance to judge for herself whether or not the expectation was met.

The behavioral objective or statement approach had implications for improving the host teacher's instruction, and in assisting the evaluation of the student teacher.

Instruction in writing and using behavioral objectives is a prominent ingredient in most pre and in-service teacher training programs. The number of articles and publications prepared since Mager's (1962) popular book is voluminous. Important issues relative to the merits in using behavioral objectives are discussed in (Popham, Eisner, Sullivan and Tyler, 1969; Edling, 1971; Kibler, Barker and Miles, 1970). A recent and provocative review of empirical studies using behavioral objectives was prepared by Duchastel and Merrill (1973).

Of 21 selected federally supported training projects in educating the handicapped, at least 19 included writing or utilizing behavioral objectives an an implicit or explicit goal (Schwartz, Oseroff, Drucker, and Schwartz, 1972). Haring and Fargo (1969) described a program utilizing behavioral objectives in training student teachers. Whether a fad, panacea or dilusion, behavioral objectives are an integral feature of teacher training programs - preservice and inservice -- and cooperating and student teachers and pupils may profit from their use.

Procedures

By 1970, when the project began, most teachers had heard something about behavioral objectives. As an initial step project teachers were taught to identify behavioral objectives a la Mager. This skill was further developed through the use of a film entitled Target for Tomorrow and a workbook entitled Instructional Objectives: Developing Teaching Strategies for the Mentally Retarded.

Both of these were developed at the Iowa Special Education Curriculum Development Center (See References).

Changes in teacher performance in identifying and writing objectives were determined using a pre and post paper and pencil test (Appendix K). It became very evident that having teachers identify and write acceptable behavioral objectives was a long step from having these objectives apply to their pupils.

After this first year attempt, subsequent project participants prepared behavioral objectives for selected pupils in their respective classes. This activity was carried out in conjunction was the 1971-72 fall workshops in reading and math instruction. Teachers stated performance criteria and the effectiveness of this particular project objective was measured abainst the pupils' attainment of the written objective.

During this second year it was also possible to compare project and non-project cooperating teachers on the written test of behavioral objectives.

A final project effort was the preparation of a easily disiminated and inexpensive self-instructional module in identifying and producing instructional objectives (Appendix L). This booklet is similar to other workbook-type publications on writing objectives but it also contained content and some procedures that needed emphasis above and beyond what was already published. A revised behavioral objectives test was prepared to be used as a screening measure to determine which teachers needed the instructional booklet. It could also be used as a pre and post measure to indicate growth in recognizing and writing objectives.

Results

Of the 15 teachers involved in the first year of the project, and for which pre and post data were obtained, 13 improved their scores as noted in Table 10.

Table 10

Performance of Cooperating Teachers on Instructional Objectives Test

Teacher	Pre	Post
A	34	37
B	14	39
C	23	25
D	29	40
E	19	30
F	28	35
G	23	33
H	13	38
I	24	*
J	13	25
K	15	27
L	15	28
M	35	36
N	40	38
O	38	39

Note: Range 0-40
* Not available
$\overline{X}$ gain = 9.3

The 10 second year project teachers were required to utilize ten behavioral objectives in two curricular areas (reading and math) for two pupils in their respective classes, making a total of 20 objectives. Table 11 includes the results of this effort. A total of 71.2% of the accepted and implemented objectives was achieved. Clearly, the task of implementing instructional objectives as measured by pupil achievement is not easily accomplished even when systematic support is provided.

The results on the written test for the 10 project and 10 non-project cooperating teachers are shown in Table 12. Project teachers scored higher than non-project teachers except in one instance. On the basis of group mean scores, project teachers scored significantly higher (.05 level). The relatively high

Table 11

Performance of Cooperating Teachers
In Writing and Implementing Behavioral Objectives
As Measured by Pupil Performance

Teacher	Total No. Objectives Written & Accepted	Total No. Objectives Achieved	Success Rate (Percent)
1	16	13	81.2
2	20	18	90.0
3	15	13	86.6
4	20	14	70.0
5	20	12	60.0
6	20	20	100.0
7	20	5	25.0
8	18	16	88.8
9	7	7	100.0
10	18	6	33.3
Totals	174	124	71.2

Table 12

Behavioral Objectives Test

Project and Non-Project Teachers

Subject	Project (N=10)	Non-Project (N=10)
1	43	34
2	45	22
3	37	34
4	36	28
5	39	38
6	35	31
7	42	33
8	35	39
9	40	38
10	41	42
Range	35–45	22–42
$\overline{X}^{a}$	39.3	33.9

Note: Highest score possible = 45

$^{a}p < .05$

$t = 2.47$

scores among some non-project teachers was probably a function of the student teachers influence since the testing was done at the close of the 1971-72 student teaching period.

Eight of the ten teachers who completed the instructional module in 1973 met criterion as noted in Table 13. Based on pre testing there is reason to believe that the module has promise in having teachers identify and write behavioral objectives. However, definitive statements are impossible without a control group and further field testing.

Table 13

Scores on Terminal Task
of Instructional Module
1973

Teacher	Score
A	12.0
B	9.0
C	11.0
D	12.0
E	12.0
F	12.0
G	12.0
H	12.0
I	12.0
J	12.0

Note: criterion and perfect score = 12.0

Objective

4. To train teachers to observe and record selected teaching behaviors.

It was assumed that teachers who could demonstrate skill in attaining this objective would be better equipped to prescribe changes in the student teachers behavior. Presumably these teachers would be able to more objectively describe and analyze in a manageable form what had occurred during a particular lesson.

An inability to observe and collect data from the events of the classroom in a systematic way, and a lack of skill in the analysis of student teacher performance, were two of the seven problems encountered by cooperating teachers in the state-wide training program in Oregon (Ward and Suttle, 1966). Observing and recording teacher and pupil behaviors, and the promises and limitations of a myriad of systems are reviewed in considerable detail in a variety of sources (Amidon and Hough, 1967; Anderson and Hunka, 1961; Biddle and Ellena, 1964; Brophy and Good, 1969; Gage, 1962; Hough and Duncan, 1970; and Meux, 1967).

An area that was assigned high importance on the project Competency Surveys among teacher educators, student teachers and cooperating teachers, related to the objective assessment of the student teachers' behavior.

One teacher behavior selected for training was that of questioning. Borg et al (1970, p. 58) note that questioning skills were systematically studied as early as 1912. Considerable impetus in this area was provided by the work of Flanders (1965) and others. Once defined, verbal questions whether asked by the pupil or teacher are relatively easy to observe and record. Questioning skills continue to be emphasized at the major centers for Research and Development in Teaching and/or Education (Borg, 1970, Far West Laboratory; Claus, 1969, Stanford University; Hillman, 1972, Indiana University; Morse and Davis, 1970, The University of Texas at Austin). This is not to say that questioning skills are the only ones being studied but they appear in almost all observation systems and training programs. There is also a considerable amount of research regarding this particular teacher/pupil variable.

Procedures

Training in initial workshop sessions began with a film entitled The Eye of the Beholder. Its essential message was that persons are selective in what they observe and don't always see what in fact exists. During the first project year Flander's interaction analysis system was emphasized using a commercially packaged approach developed by the Association for Productive Teaching (1967). This system, while having been used in numerous studies of teacher behavior and in both pre and in-service programs, was not favorably received by project teachers. The fit between what was ultimately required of the cooperating teachers and the Flander's system was not very good. It also took more training time than warranted for project purposes to achieve a respectable level of reliability among the participants.

The Flander's approach to observing and recording was replaced with project developed materials employing an observation training sheet focusing on very specific and defined teacher behaviors, e.g., convergent and divergent questioning. (Appendicies M and N). These training sheets were used in conjunction with 5 - 10 minute video taped teaching episodes where the number of particular teaching behaviors could be controlled, replayed, discussed, and recorded similarily by all participants.

The final task for teachers was to move from recording one or two salient teaching behaviors to observing and recording twelve teacher skills which were presented on audio or video tapes. It was also arranged for teachers to practice using their observing and recording skills in their respective classes as student teachers presented lessons.

Two project developed observation and rating forms were eventually introduced and used for training purposes. One was the Instructional Behaviors Rating Inventory - Form A; the other was Classroom Interactions - Form B. As the title suggests in the former, teacher behaviors while instructing pupils were the essence of Form A; teacher and pupil contacts (defined) were the essence of the latter, Form B. (Appendicies O, P and Q.) Forms A, B and C prepared teachers to move from strictly observing and recording to rating (evaluating) the performance of student teachers.

Results

Success of this training objective was measured directly by noting the performance of project teachers in meeting criterion tasks, and through teacher reports or project questionnaires. Success was indirectly measured by determining usage by project participants of the observation and rating form - Instructional Behavior Rating Inventory as reported by student teachers.

It was possible to compare the performance of project (trained) and non-project (untrained) cooperating teachers in observing and recording selected teaching behaviors. These comparisons were done at the close of the training year with cooperating teachers who had worked with student teachers during the preceeding ten week period.

Ten project and ten non-project teachers observed 15 minute video taped film of an actual class being taught by a student teacher. Both groups of teachers recorded the frequency of two behaviors ––– questioning, convergent and divergent; and reinforcing behaviors, verbal and non-verbal (Appendix N). The behaviors to be observed and recorded were defined in writing similar to expositions found in Form C (Appendix Q). Results for project and non-project teachers are presented in Tables 14 and 15 respectively. Acceptable ranges of recorded behaviors were determined in advance by the project staff. Figures 1 and 2 provide a display of performances by project and non-project teachers on each of the specified teaching behaviors.

Table 14

Performance of Project Teachers on Observation Video Task

Subject (N=10)	Questioning Behaviors[a]	Reinforcing Behaviors[b]
1	33	44
2	34	41
3	36	35
4	34	37
5	26	30
6	30	34
7	37	43
8	43	44
9	34	40
10	40	41
Range	26-43	30-44

[a] Acceptable range = 30-40

[b] Acceptable range = 31-41

Table 15

Performance of Non-Project Teachers on Observation Video Task

Subject (N=10)	Questioning Behaviors[a]	Reinforcing Behaviors[b]
1	30	18
2	33	22
3	33	18
4	33	10
5	32	15
6	24	29
7	33	26
8	31	18
9	37	32
10	20	40
Range	24-37	10-40

[a] Acceptable range = 30-40

[b] Acceptable range = 31-41

Figure 1

Performance of Teacher Groups Observing and Recording Questioning Behavior

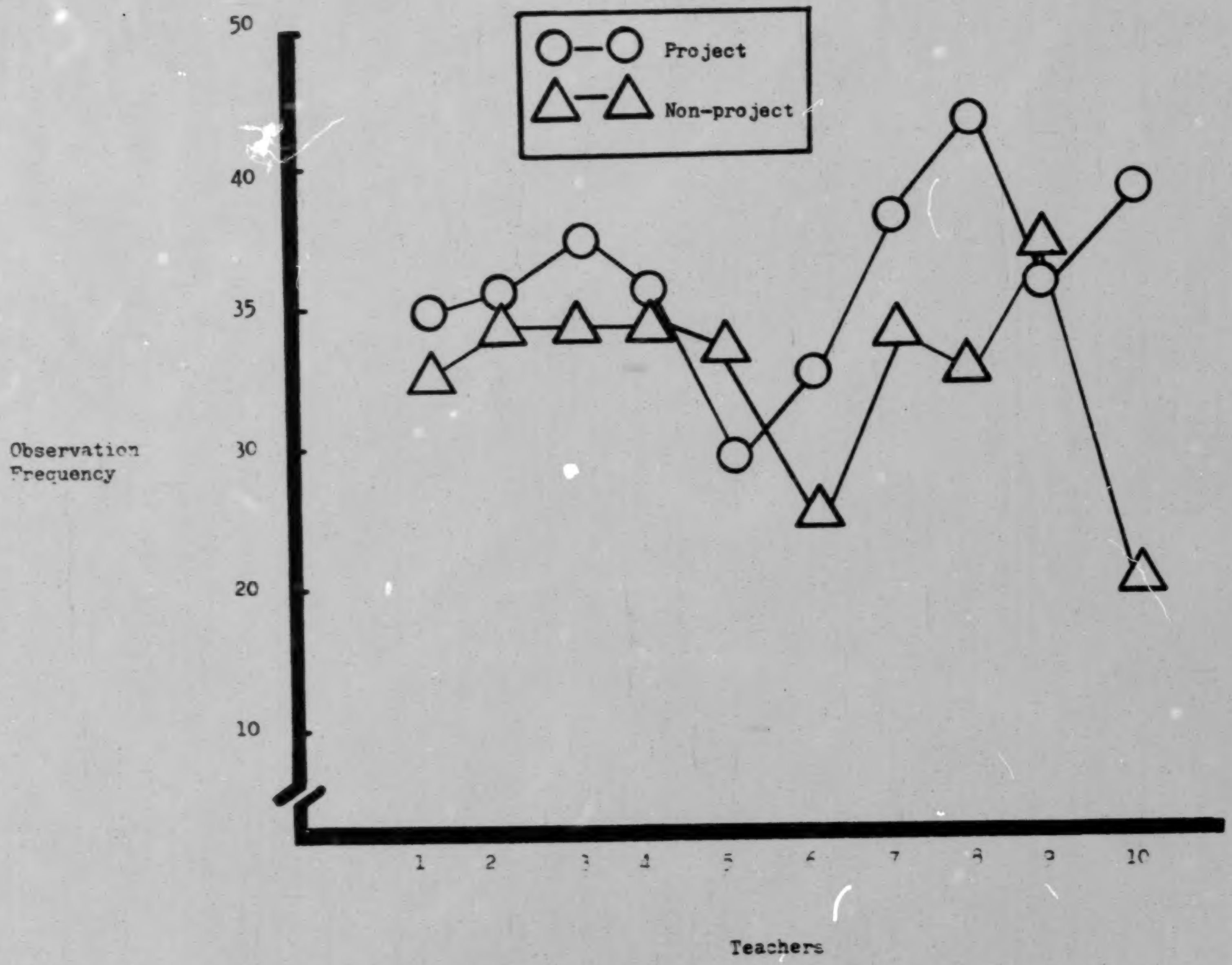
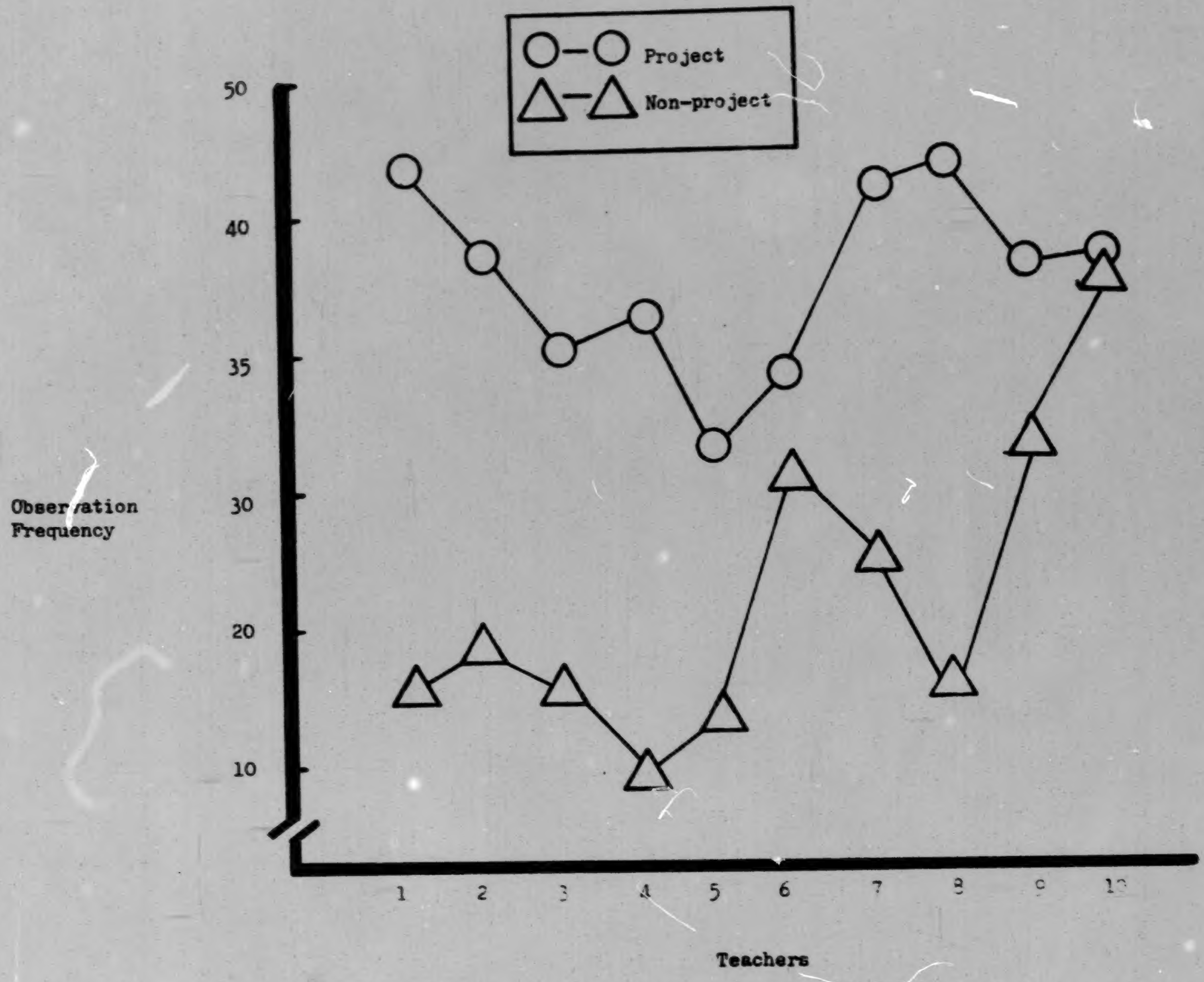


Figure 2

Performance of Teacher Groups Observing and Recording Reinforcing Behavior



Tables 14 and 15 indicate that 9 of 10 project teachers and 8 of 10 non-project teachers fell within the acceptable range on the questioning behaviors. Six of 10 project teachers and 1 of the 10 non-project teachers met criterion on the reinforcing behaviors. These comparative results are not particularly satisfying. The contaminating effects of having student teachers who were somewhat familiar with project rating inventories; the particular video taped task selected; and the criterion level established; contributed to diminishing greater differences.

In the overall evaluation of project efforts using a questionnaire —— Teacher Survey A (Appendix X) project teachers rated items 5, 6, 7 and 8 under Spring Workshops as satisfactory and useful, among others. These items pertained to the projects effectiveness in training participants to observe and record teaching behaviors.

To the extent that cooperating teachers' utilization of an observation form is a reflection of project accomplishments, 90% of the student teachers reported that their cooperating teachers had used the Instructional Behaviors Rating Inventory when guiding the student's performance. This particular survey was completed by student teachers at the close of the second project year. (Appendix Y).

The matter of assigning value such as good, fair, or poor to teacher performance remains a subjective judgment that cooperating teachers and college/university supervisors are required to make. Having these judgments relatively accurate and consistent was another project expectation.

Objective

5. To train teachers in the use of particular rating inventories and to provide systematic feedback to student teachers.

Rating the performance of student teachers and then providing systematic feedback about the performance is one of the cooperating teacher's most difficult tasks. In the final analysis value judgments have to be made and they are idiosyncratic to the person making the judgments. There doesn't appear to be any sure method of having persons judge the performance of student teachers in a similar manner. Even in competency based student teacher training programs as in Du Bey, et. al. (1972) value judgments are required of cooperating teachers in assessing student teacher progress. It was not possible to train teachers how to judge all performances of all student teachers, but the project isolated teaching skills that were identifiable and whose occurrence could be recorded. The Instructional Behaviors Rating Inventory encompasses both of these specifications.

Particular problems and issues in the overall evaluation of teachers is available in a number of sources (Anderson and Hunka, 1961; Davis, 1964; Gage, 1972; and Smith, 1971). The argument to use pupil achievement as the criterion of teacher effectiveness continues to receive professional support but there are obvious deficiencies in this for training student teachers. As Popham (1971) notes the criterion of learner growth attends essentially to instructional ends rather than means. And granting that pupil achievement is important, it is only one aspect of the student teacher role. Most evaluation approaches are not based on well designed experimental studies, except in a few laboratory settings. One alternative for the project was to focus on the results of correlational studies of teacher behavior and pupil performance measures (Gage, 1968; Rosenshine and Furst, 1971). Rosenshine and Furst (1971) caution that the teacher behavior variables are not necessarily ones..."which can be placed in teacher education programs with the assurance that training teachers in these behaviors will enhance student (pupil) performance." Other sources used in selecting variables to be rated by project teachers were found in Adams and Bush (1968), Biddle (1970), Brophy and Good (1969), Haring and Fargo (1969), Hayes (1963) and Wright and Nuthall (1970).

The project rating forms were a compromise, which reflected practical constraints, between the need for specific analysis of teaching skills and the requirements of a summary appraisal of teaching performance.

Having selected the Instructional Behaviors Rating Inventory (Appendix O) as one measure, it was further required that the cooperating teacher provide systematic feedback to the student teacher. In other words, merely checking a rating inventory was not sufficient to producing student teacher growth. Ward and Suttle (1966) noted that Oregon cooperating teachers in general education lacked skill in both analyzing and evaluating teacher performance. Borg et al (1970) state that

> ..."feedback (concerning teaching performance) is usually more effective if it is both specific and immediate. It is still more effective if the learner can then immediately apply what he has learned. It is in this area of providing effective feedback that the typical student teaching experience fails most dismally.

In instances of specific and limited skill acquisition, there is some reservation as to whether supervisory feedback is more effective than simply having a student hear or view his performance on audio or video tape. Borg et al (1970, p. 25) have employed video feedback without supervision and noted that favorable changes occured in particular skill areas among selected student teachers. Berliner (1969) reviewed a number of studies utilizing micro teaching that supported both supervisory and video feedback. It must be pointed out that most of the above studies were conducted at R and D Centers in laboratory-type settings.

Aside from the mechanics of providing systematic feedback to student teachers the project emphasized the need for communication among persons central to the student teaching experience - cooperating teacher, student teacher and college/university supervisor. The climate or atmosphere in which feedback occurs is an unstudied area in student teaching. In a laboratory-type setting, Morse, Kysilka, and Davis (1970) found"...some empirical support for coupling personal non-directive supervision with other types of feedback about teaching performance...." Blumberg's (1967) series of papers on supervisory processes appear to suggest that indirect approaches in interacting with teachers may be the most facilitative in conference sessions. An idealized goal of this aspect of the project was to have teachers and student teachers say what they meant.

Procedures

The cooperating teacher is required to rate the overall daily and weekly progress of the student teacher and provide summary evaluations midway and at the conclusion of the experience. The project moved teachers through these assignments by way of a series of exercises, each including some component of the summary evaluation.

Initially, overall expectations of the student were defined in Objective 2 . Areas stressed were curriculum planning, diagnosis and assessment, instruction, classroom management, and parent and community relations. Student and cooperating teachers were aware of these written expectations and utilized their individual styles to achieve them.

It should be noted, however, that the major thrust of the student teaching program focused upon the act of instructing children. This was also the major area of evaluation and feedback training for cooperating teachers. The act of instruction or the technical skills of teaching defined by Allen and Ryan (1969) were explained and demonstrated at project workshops. Micro video lessons were also presented and worksheets containing one of the technical skills of teaching were employed in rating the taped performance. These initial training exercises were taken from Micro Teaching: A Description (1968) published by Stanford University. An example of the training worksheets is included in Appendix R.

After training on the particular micro teaching skills which complimented the work on Objective 4, workshop sessions were devoted to practice in using the project's Teacher Instructional Skills Assessment Guide (TISAG). This includes some of the Stanford skills with additions (Appendix S). The TISAG was then used by teachers in rating their student teachers. Meanwhile, student teachers were fully appraised of what would be emphasized in instruction and had an opportunity to use the TISAG with video taped teaching episodes. These student sessions took place on campus with regularly scheduled seminar meetings.

Training in using the Stanford specific instructional skills (Appendix R) and the project TISAG proceeded to training in using the Stanford Teacher Competence Apprasial Guide (Appendix T). Of all the reporting devices used in student teacher programs collected by the project, this particular one covered a reasonable set of teaching behaviors, had a clear format, and was well received by participating teachers. Practice in using this form took place in workshops and with the teachers' respective student teachers.

The last two forms used for training were the project developed Instructional Behaviors Rating Inventory, Form A; and Classroom Interactions, Form B. (Appendices O and P). Form A encompassed project agreed upon elements, teacher behaviors that correlated with teacher effectiveness, and items judged important by project participants. These variables were relatively low inference and discrete items whose occurence could be reliably recorded by cooperating teachers. The effectiveness or rating dimension of Form A, however, remained a subjective and judgmental process.

Form B was used in gathering information on the interactions that occurred between a teacher and one pupil or an entire class. (The average class size was 12 - 15 pupils.) Participants were trained with the use of video taped teaching episodes that were gathered during the project's operation. Form B required that the observer record teacher and pupil contacts (as defined) once the target pupil(s) had been identified.

A summary rating form of the student teacher's performance was developed and tried out at project workshops. (Appendix U). It was also used by the cooperating teachers midway and at the close of the student teaching period. This particular rating inventory correlated with the roles and expectations that had been delineated in Objective 2 during the first phase of the project.

The above teacher rating inventories were of minimal consequence without a systematic means of providing feedback to the student teacher. Various approaches were used to train teachers in the content and process of feedback sessions with the student teacher.

During the first year, project teachers were trained with a commercially prepared workshop-type program produced by Xicom Incorporated and entitled Interpersonal Communications (1969).

It was assumed that enhancing the interpersonal communication skills of cooperating teachers would lead to greater effectiveness in providing feedback to the practicing student teacher. This training program included exercises in paraphrasing, behavior describing, describing feelings, non-verbal communication, etc., covering a total of twenty units. Areas most germain to the project's goals were selected and modified. The training package was not of the T-group or sensitivity training variety, nor was the project objective to train therapists or counselors per se. The total twenty units could not be utilized within the time restraints of the project.

Project teachers were also introduced to the Blumberg (1970) system for analyzing supervisor-teacher interactions. It is similar to Flander's interaction system with some modifications and additions where the behavior of the supervisor is the main consideration. A two-way evaluative conference was conducted and audio taped between the cooperating teacher and student teacher wherein it was expected that the teacher would utilize her/his skills learned in the Interpersonal Communications sessions. The expectation was that persons aware of the skills emphasized in these sessions would be more indirect as compared to direct, and would provide for at least a 50/50 ratio of cooperating teacher and student teacher talk during the conference. The Blumberg system was used for aspects of training and was also employed at the end of the first year as a criterion measure of teacher feedback skills.

During the second project year the Interpersonal Communication package was not utilized in favor of a more behavioristic communication training approach developed for the project. This model drew heavily upon the work of Rosenberg and Cohen (1967). Elements of the previous year's work in interpersonal communications were incorporated into the new communications training sessions (see Appendix V). These teacher communication skills were used with the Teacher Instructional Skills Assessment Guide (Appendix S). With audio taped cooperating and student teacher conferences, project teachers were trained to select when particular behaviors occurred using the Communication Process Observation Sheet (Appendix W). Teachers also practiced using these skills in role playing sessions; they also observed modeling sessions by staff, student teachers, and cooperating teachers.

In summary, feedback training involved the ability of teacher to identify selected communication skills, practice using them in role playing sessions, and apply them in two or three-way evaluative conferences.

Feedback was emphasized and explained in the last year of the project at the 2½ hour workshop sessions using audio taped student teacher interviews where former student students related how crucial systematic and specific feedback had been in their student teaching experience. Forms A, B and C were also used as vehicles to explain what was required in feedback for the project's stated purposes and the student teaching program. Cooperating teachers were required to complete the rating forms and share the evaluations with their respective student teachers on a weekly basis. A section for both cooperating teacher and student teacher comments was included on Form A. These were regularly discussed with and collected by university supervisors.

Results

Evaluating the training of teachers in using the various rating (evaluative) inventories was done indirectly in most instances through counting the number of times teachers used the instruments in their classrooms, through the participants success in meeting performance objectives established for workshop sessions. For example, it was possible to achieve 90% agreement among project teachers on whether a video teaching segment was perceived positively or negatively using the Stanford rating forms (Appendix R). These forms included a seven point rating scale ranging from "weak" to "truly exceptional." Agreement on finer discriminations, having all participants judge a performance as 5 - superior, for example, was not possible. And had it been achieved in training sessions the possibility of this degree of inter-judge agreement in live classroom settings was extremely unlikely and impracticable.

Training on the project's Teacher Instructional Skills Assessment Guide (TISAG) on particular items such as 6, 7, and 8 did yield participant agreement on the four scale rating ranging from "weak" to "outstanding". Again, as with the Stanford forms it was easier to achieve agreement at extreme ends of the scale.

The Stanford Teacher Competence Appraisal Guide presented difficulties in consistent judgments among teacher judges. (Appendix T) Many of the items were too multidimensional for achieving consensus, such as "concern for professional standards and growth," item 14. The performance items 6-11 were more amenable to training for inter-judge agreement.

What is ultimately required is to have individual teachers serve as the unit of measure in determining consistency in rating student teacher performance, specifically if molar type rating forms are required in the student teaching program. Project experience indicates that teacher consistency in rating overall student performance improves after having practiced rating discrete and explicit teacher behaviors using a variety of observation forms that include an evaluative dimension (Appendicies M, O, R, S).

Training effectiveness in using the project's Instructional Behaviors Rating Inventory, Form A, was evaluated through cooperating teacher and student teacher reports on questionnaires.

In a summary open-ended questionnaire at the close of the project's first year 13 of the 15 participants wrote highly favorable comments concerning project training endeavors in sessions dealing with ways to rate and evaluate student teachers.

The 1972 project teachers perceived issues relating to evaluation of teaching in a highly favorable light as evidenced in responses on a semantic differential (Appendix Z). (These results are covered more fully in the section of this report on Overall Summary Evaluations beginning on page 53.)

Student teachers also indicated their perceptions of cooperating teacher evaluations using a semantic differential (Appendix A). Their responses were highly favorable for the 1971-72 academic year. (See Overall Summary Evaluation section)

The 1973 student teacher survey data (Appendix B) indicates that overall the students were satisfied with their teachers' performance in evaluating lessons.

The question of how useful the project has been in training teachers to evaluate teaching is partially answered through the above procedures. These reports are generally positive. The number of times a completed rating form was used with the student teacher was also used as an index of project training effectiveness. During the project's final year the Instructional Skills Behavior Rating Inventory, Form A, was used on the average 15 times per student teacher over a ten week period.

Providing the student teacher with feedback, assuring that the ratings given on the form were communicated and discussed with the student by the rater, was another area of project concern. Ten audio taped evaluative conferences between ten pairs of student and cooperating teachers were selected from the first year's taping sessions. Five minute conference segments were randomly selected from the 20 minute conferences and analyzed using the Blumberg system (1970) of supervisor-teacher interactions. The results were plotted on the usual 15 x 15 matrix and demonstrated that direct teacher influence predominated in these conferences instead of the desired indirect. Also, the cooperating teacher did most of the talking with an average student teacher/cooperating teacher talk ratio of 7/50. Neither the direct cooperating teacher influence nor the amount of teacher talk was satisfactory in terms of the goals of the project.

It is apparent that training teachers to be indirect in conferences is far more complex than anticipated and required a greater emphasis and amount of time which were beyond the resources of this project.

The results of using a combination of the Interpersonal Communications skills (1969) and the adapted Rosenberg and Cohen (1967) Communication's model yielded some positive but incomplete results during the 1972 project year. For example, 8 of 10 project teachers met project criteria in accurately identifying elements of communication episodes when presented these on a standard audio taped conference.

These elements or skills were paraphrasing, behavior description, and perception checking. Eight of ten teachers were also able to employ these communication skills in evaluative conferences with their student teachers which had been audio taped. The tapes were then analyzed by the project staff.

The incompleteness of the results lies in the fact that the skills taught were only a small portion of what is required in communication, particularly in evaluative conferences. There is no certainty as to how the selected skills enhance the overall teacher feedback provided student interns. However, as reported above, student teachers indicated considerable satisfaction with evaluative conferences held by their respective teachers.

Overall Summary Evaluations - 1971, 1972, 1973

The results reported above involved both process and summative evaluation efforts for specific project objectives. An overall evaluation for each year of the project was also desired, and included a variety of evaluation techniques such as questionnaires, rating scales and semantic differentials. The overall effectiveness of the project was judged by cooperating teachers and student teachers during the second and final years of the training project. An open-end questionnaire was completed by project teachers only as a product evaluation for the first year.

1970-71 Evaluation

At the close of the first year, project teachers were asked to respond in writing to three open-end questions.

Question 1: What are your judgments concerning the operation and content of the workshops?

Synopsis of responses. Of the 13 respondents, 12 favored the general content and operation of the workshops. All teachers felt that the number of sessions could be reduced from 14 to 6 or 8. Some persons reported they felt "swamped" with the number of forms and required paperwork. Generally, sessions on the use of Flander's interaction analysis were not well received. Teachers stated that the total effort in evaluating student teachers was useful and important, however. More guest speakers and additional sessions on methods of teaching and curricula were recommended.

Question 2: Were project supervisory visits sufficiently frequent and of any particular help?

Synopsis of responses. Teachers were particularly satisfied with project staff supervisory visits and reported they were extremely helpful to both the cooperating teacher and student teacher. A strong helping relationship was felt by twelve teachers. Three way evaluative conferences were also given highly favorable reports. Teachers also wrote that these on-site visits provided further opportunities to practice workshop content. The number of project staff visits to schools was satisfactory according to twelve of the thirteen teachers.

Question 3: What specific changes or suggestions do you have for the future, assuming this project was to be conducted another year?

Synopsis of responses. The suggestions were varied with the most prominent being the following: Provide more opportunity for group discussion; include an agenda for each training session giving an approximate time schedule and the content to be covered; include more structure in the workshops; involve student teachers more frequently in the actual training sessions; increase the number of cooperating teachers being trained; provide follow-through during the next academic year; invite more guest lecturers (consultants); and provide for even more participant input in designing future training endeavors.

1971-72 Evaluation

The 1971-72 summary evaluations had a two fold purpose (a) to determine what had been achieved during the year according to the judgments of project participants, and (b) to compare the judgments of project and non-project teachers and student teachers concerning central elements in the project and student teaching experience.

The 1971-72 project year included a proposed post-test only control group design (Campbell and Stanley, 1962) involving 10 project and 10 non-project cooperating teachers. After an extended period of time and effort, a complete random assignment of teachers to project or non-project status was abandoned. Student teachers were designated as project or non-project depending upon whether they were assigned to a project or non-project cooperating teacher.

In the fall of 1971, project teachers participated in a full semester, on-site workshop concentrating on reading and math instruction. In the spring of 1972, six, five hour workshops were held concerning (a) observing and evaluating teaching, (b) utilizing instructional objectives, and (c) conferencing with student teachers, etc. Project staff assistance was also provided at teacher's respective schools. Non-project teachers participated in the usual University of Connecticut role of the cooperating teacher. Field supervisory visits were also made at the non-project schools.

Two types of instruments (Survey and Semantic Differential) were designed to gather the perceptions and judgments of both project and non-project cooperating and student teachers. Two forms were developed for each of the instruments, one appropriate for cooperating teachers (Form A) and the other appropriate for student teachers (Form B). (Note Appendicies X, Y, Z and A.a)

The Teacher Survey, Form A included items requiring a response on two dimension: (a) satisfaction with and (b) usefulness of. A five point Likert scale ranging from extremely useful to extremely useless and extremely satisfactory to extremely unsatisfactory was used for response selection. Major headings in the survey were:

1. Communications and Arrangements*
2. Reading and Math Workshops*
3. Spring Workshops*
4. Student Teaching**
5. University Supervision**

The Student Teacher Survey, Form B, included 28 items with the response mode arranged on a five-point Likert scale. The satisfaction with and usefulness of dimensions were also incorporated into this instrument as in that for the cooperating teachers. Major areas tapped in this survey were:

1. University Supervision
2. Cooperating Teacher

---

*For project teachers only
**For both project and non-project teachers

A semantic differential (Snider and Osgood, 1969) for cooperating teachers included six concepts which represented critical elements in the project. (Appendix Z) Bi-polar adjective pairs were arranged on a seven point scale in the following manner:

good _____: _____: _____: _____: _____: _____: _____: bad
unfair _____: _____: _____: _____: _____: _____: _____: fair

In scoring the test the unfavorable pole of each pair was assigned a value of "1" and the favorable pole a value of "7". The favorable and unfavorable poles were randomly reversed for successive items to eliminate the likelihood of response set. The six scales or concepts included were:

Scale 1 - University Supervision
Scale 2 - University Supervisor Expectations for Me
Scale 3 - My Self-Expectations
Scale 4 - Evaluative Conferences
Scale 5 - My Student Teacher
Scale 6 - Student Teacher Expectations for Me

Student teachers also responded to the semantic differential involving scales 1, 2, 3 and 4, the same as presented to the cooperating teachers. (Appendix A.a) In addition to these, three different scales were included:

Scale 5 - Cooperating Teacher Expectations for Me
Scale 6 - My Cooperating Teacher
Scale 7 - My Student Teaching Experience

The semantic differential provided a means of examining the judgments (perceptions or attitudes) of (a) one group toward a particular concept, (b) one group across particular concepts and (c) two or more groups toward one or more concepts.

Data Analysis. For both project and non-project cooperating teachers using the Teacher Survey, Form A, group means were computed for the usefulness and satisfaction dimensions for each major category (e.g., Student Teaching) and for each item on the total survey. These analyses provided valuable information concerning individual and overall project accomplishments as reported by project teachers. In comparing the responses of project and non-project cooperating teachers, t-tests were computed in determining significant differences in group means. On this survey a score less than 2.5 is positive; greater than 2.5 is considered negative. Similar analyses were done with project and non-project student teacher data.

Semantic differential data was factor analyzed for each of the concepts in order to isolate various response clusters or dimensions. Mean scores for project and non-project groups were computed on the basis of total scores for each dimension generated by the factor analyses. As with the Survey, t-tests were computed to determine if significant differences existed between project and non-project teachers. With this instrument, high scores are positive, low are negative.

Factor analyses and t tests were also carried out on the project and non-project student teacher data.

Teacher Survey results. Table 16 indicates that project teachers perceived the communications and arrangements carried out during 1971-72 to have been useful and satisfactory. Participants reported particular satisfaction with the responsiveness of project personnel to their particular concerns and requests.

The overall usefulness and satisfaction scores for the reading and math workshops section of the Survey are close to a neutral position (2.5) on the 5-point scale.

Individual item mean scores for the group of teachers varied considerably with scores on the usefulness dimension ranging from 1.50 to 2.88, and scores ranging from 1.38 to 3.12 on the satisfactory dimension. Project teachers were most satisfied with items 5, 6, 8, 9, 10 and 13. (See Appendix U) These items

Table 16

Survey Results: Teachers (Project Only)

Concept	$\bar{X}$ Project[1]
Communications and Arrangements	
Usefulness	2.03
Satisfaction	2.11
Reading and Math Workshops	
Usefulness	2.23
Satisfaction	2.46
Spring Workshops	
Usefulness	2.49
Satisfaction	2.43

[1] n = 10

High score = 1.0

Range 1-5

referred to workshop content, the writing and application of behavioral objectives; the texts used in the workshops; and material on task specific or diagnostic teaching.

The scores suggest that many of the aspects of the fall workshops were useful and satisfactory; some were not however. Only two items on the survey received a group mean score placing them completely in the unsatisfactory category.

The usefulness and application of the workshop pertaining to behavioral objectives and diagnostic teaching correlate with the results reported above in project Objective 3. In most instances the results were positive.

The usefulness and satisfaction mean scores concerning the spring workshops are quite similar to those of the reading and math workshops. Project teachers did report satisfaction with items 1, 3, 4, and 5. (Appendix X) These particular item means indicated that sessions on roles and expectations, and the written materials on the Teacher Instructional Skills Assessment Guide were well received and considered useful. The satisfaction scores ranged from 1.90 (positive) to 3.30 (negative); the usefulness scores ranged from 1.90 to 3.20. On the total survey, five of the items were rated negatively on the satisfactory dimension; eight were rated negatively on the usefulness feature.

The scores on Table 17 show that project teachers considered student teaching and university supervision as positive on both the usefulness and satisfaction scales, with "satisfaction" receiving the more favorable scores. Project teachers judged student teaching and university supervision more positively than the non-project teachers except on the usefulness feature of student teaching. Statistical comparisons did not yield any significant differences between project and non-project teachers. An item by item breakdown comparison of results between project and non-project teachers is presented in Table 18.

The semantic differential data in Table 19 indicates that project teachers perceived all the dimensions or factors of all concepts positively. It is particularly interesting to note that there are not large score differences for the concepts

Table 17

Survey Results: Teachers

Concept	$\bar{X}$ Project[1]	$\bar{X}$ Non-project[2]	Diff.	t
Student Teaching				
Usefulness	2.39[3]	1.79	-.60	-1.65
Satisfaction	1.93	2.01	.08	.28
University Supervision				
Usefulness	2.06	2.39	.33	.66
Satisfaction	1.94	2.68	.74	1.44

[1] n = 10

[2] n = 10

[3] Highest score = 1.0

Range 1 - 5

Note - $\bar{X}$ scores are based upon S's mean for particular concept.

$|t.05| \geq 2.12$, df = 18

Table 18

Teacher Survey[1]

Item Summary

	Item Number[2]											
	1	2	3	4	5	6	7	8	9	10	11	12
Student Teaching												
Usefulness	C	C	C	C	C	C	E	C	C	E	T	C
Satisfaction	E	E	C	E	E	T	C	E	T	E	E	C
University Supervision												
Usefulness	E	T	E	C	E	E						
Satisfaction	E	E	E*	E	E	E						

[1] E = Difference in favor of project group.

C = Difference in favor of non-project group.

T = Tie.

[2] See attached Teacher Survey = A

*$p < .05$

Table 19

Semantic Differential Results: Teachers

Concept	Highest Possible Score	Project[1]		Non-Project[2]		Diff.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	
University Supervision						
Dimension 1	70.0	55.1	8.03	46.1	22.76	9.0
Dimension 2	49.0	40.6	7.24	34.9	11.93	5.7
Dimension 3	21.0	16.1	3.51	14.0	2.79	2.1
University Supervisor Expectations for Me	133.0	114.1	12.84	110.7	21.06	3.4
My Student Teacher						
Dimension 1	70.0	58.0	14.88	57.4	11.71	.6
Dimension 2	49.0	45.2	3.91	40.6	11.65	4.6
Dimension 3	21.0	17.1	2.88	13.4	3.69	3.7*
Evaluative Conferences						
Dimension 1	112.0	96.4	13.80	93.9	14.13	2.5
Dimension 2	14.0	10.5	2.06	11.3	3.56	- .8
Student Teacher Expectations for Me	133.0	112.1	16.71	105.4	31.11	6.7
My Self-Expectations	133.0	119.9	7.84	114.8	13.78	5.1

[1] n = 10

[2] n = 10

*$p<.05$

University Supervisor Expectations for Me, Student Teacher Expectations for Me, and My Self-Expectations. These data suggest that teacher perceptions of these expectations had a degree of unanimity that was a major project goal: Clarification and delineation of roles and expectations. The goal appears to have been at least partially achieved.

The variability in scores between project and non-project teachers regarding University Supervisor Expectations, Student Teacher Expectations, and My Self-Expectations are particularly noteworthy, with far greater standard deviations occurring among non-project teachers.

Comparisons between project and non-project teachers did not reveal any statistically significant differences, except in one instance.

In all dimensions of all concepts, except one, project teachers did obtain higher scores than non-project teachers. Perceptions of project teachers were more positive than non-project teachers on major aspects of the project and the student teaching experience.

A display of scales and response dimensions of the semantic differential data is given in Table 20.

Student Teacher results. Project student teacher scores fell between the undecided and useless dimensions, and undecided and unsatisfactory dimensions concerning university supervision on the Survey as indicated in Table 21. They judged their cooperating teachers more positively on the usefulness and satisfaction dimensions compared to the concept University Supervision.

In contrasting scores between project and non-project students, statistically significant differences did not obtain. Student teachers with project cooperating teachers judged their teachers more useful and were more satisfied with them than students working with non-project teachers. The item display on Table 22 clearly indicates that project student teachers were consistent in their responses concerning their cooperating teachers. On every item, the differences between project and

Table 20

Semantic Differential: Teachers

Scales and Response Dimensions[1]

Scale 1 - University Supervision

Scale 5 - Student Teacher

D1	Items 2, 3, 7, 8, 12, 16, 17, 18, 19, 20
D2	Items 1, 4, 5, 9, 11, 14, 15
D3	Items 6, 10, 13

Scale 2 - University Supervisor Expectations

Scale 3 - Self Expectations

Scale 6 - Student Teacher Expectations

D1	Items 1 - 19

Scale 4 - Evaluative Conferences

D1	Items 1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17, 18, 19
D2	Items 4, 10

---

[1] See Semantic Differential Test (Appendix Z) for particular items.

Table 21

Survey Results: Student Teachers

Concept	$\bar{X}$ Project[1]	$\bar{X}$ Non-project[2]	Diff.	t
University Supervision				
Usefulness	2.75[3]	2.56	-.19	-.45
Satisfaction	2.63	2.93	.30	.72
Cooperating Teacher				
Usefulness	1.59	2.09	.50	1.54
Satisfaction	1.60	2.24	.64	1.69

[1] n = 14

[2] n = 11

[3] Highest score = 1.0

Range 1 - 5

Note - $\bar{X}$ scores are based upon S's mean for particular concept

$|t_{.05}| \geq 2.07$, df = 23

Table 22

Student Teacher Survey[1]

Item Summary

	Item Number[2]													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
University Supervision														
Usefulness	E	E	C	C	E	**	C							
Satisfaction	E	E	E	C	E	E	E							
Cooperating Teacher														
Usefulness	E	E	E	E	E	E	E	**	E	E	E*	E	E	E
Satisfaction	E	E	E	E	E	E	E	E	E	E	E	E	E	E

---

[1] E = Difference in favor of project group

C = Difference in favor of non-project group

[2] See attached Student Teacher Survey - B

*$p < .05$

** Usefulness dimension not applicable.

non-project students were in favor of the project student teachers.

Project student teachers perceived all dimensions of the seven concepts comprising the Semantic Differential positively. (See Table 23). Table 24 provides a display of items making up particular dimensions for each concept on the semantic differential.

In the area of perceived expectations, project student teachers judged the concepts Cooperating Teacher Expectations and My Self-Expectations similarly. These two concept scores were not at all similar to the scores assigned to the concept University Supervisor Expectations. Evidently, students held that university expectations were different than their cooperating teachers. University expectations may in fact be different and appropriately so. The challenge is to avoid having the student faced with a double standard or conflicting expectations wherein it becomes impossible to "win". One goal of the project was to reduce differences in perceived expectations and the data from the differential indicate that the objective was not completely achieved. There was less difference on expectation scores among cooperating teachers as noted in Table 19 when contrasted with the student teacher perceived expectation results. Considerably more project time was spent with teachers in role clarification and expectations than with student teachers.

The University Supervision concept on the semantic differential included the same adjective pairs and dimensions as My Cooperating Teacher (See Tables 19 and 23 and Appendicies 2 and A.a). My Cooperating Teacher was perceived considerably more favorably than University Supervision, which also obtained in the Student Teacher Survey. It is tentatively concluded that student teachers were pleased with their cooperating teachers and that these teachers as a group performed effectively.

Statistical comparisons between project and non-project student teacher responses did not reveal any significant differences except in one instance. The trends found in Table 23 have to be the index for judging project results since

Table 23

Semantic Differential Results: Student Teachers

Concept	Highest Possible Score	Project[1]		Non-Project[2]		Diff.
		$\bar{X}$	S.D.	$\bar{X}$	S.D.	
University Supervision						
Dimension 1	119.0	88.5	18.06	83.4	15.76	5.1
Dimension 2	21.0	14.2	3.07	13.4	3.91	.8
University Supervisor Expectations for Me						
Dimension 1	119.0	91.6	20.53	99.6	15.50	-8.0
Dimension 2	21.0	14.9	2.52	15.5	2.34	- .6
My Cooperating Teacher						
Dimension 1	119.0	111.2	8.58	96.5	29.51	14.7
Dimension 2	21.0	18.0	2.60	13.6	4.54	4.4*
Cooperating Teacher Expectations for Me						
Dimension 1	119.0	104.6	13.96	96.0	20.78	8.6
Dimension 2	21.0	15.9	2.56	14.4	6.53	1.5
My Self-Expectations						
Dimension 1	119.0	102.5	15.47	99.2	20.40	3.3
Dimension 2	21.0	15.9	2.84	14.5	3.21	1.4
Evaluative Conferences	133.0	119.9	10.77	108.9	28.08	11.0
My Student Teaching Experience						
Dimension 1	63.0	55.6	8.36	48.3	15.71	7.3
Dimension 2	14.0	11.2	2.23	12.5	1.75	-1.3
Dimension 3	42.0	40.4	3.08	38.4	5.95	2.0
Dimension 4	21.0	19.6	2.71	19.8	1.25	- .2

[1] n = 14

[2] n = 11

*$p < .02$

Table 24

Semantic Differential: Student Teacher

Scales and Response Dimensions

Scale 1 - University Supervision	
Scale 6 - Cooperating Teacher	
D1	Items 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20
D2	Items 2, 6, 13
Scale 7 - Student Teaching Experience	
D1	Items 1, 2, 6, 7, 8, 12, 17, 19, 20
D2	Items 4, 10
D3	Items 3, 13, 14, 15, 16, 18
D4	Items 5, 9, 11
Scale 2 - Self Expectations	
Scale 3 - Cooperating Teacher Expectations	
Scale 4 - University Supervisor Expectations	
D1	Items 2 - 18
D2	Items 1, 19, 20
Scale 5 - Evaluative Conferences	
D1	Items 1 - 19

many variables were operative in the non-random assignment of student teachers to cooperating teachers. In every instance the project student teachers assigned more positive scores on all concepts except University Supervisor Expectations and two dimensions concerning My Student Teaching Experience. In one sense it may be that non-project students placed more emphasis and responsibility on the University Supervisor compared with project students who had some of the benefits of teachers involved in a special training program. Students also perceived their Self-Expectations and University Supervisor Expectations as almost identical. Cooperating Teacher Expectations were assigned a lower score, but it is noteworthy that greater congruence in expectations was obtained by non-project student teachers.

Evaluative conferences were perceived more positive by project students, with less variability in scores found among these students when contrasted with non-project student scores. In fact, there was considerably less variability in scores regarding all concepts save one among project teachers compared with non-project student teachers as indicated in Table 23.

Factor 1 of My Student Teaching Experience included adjectives such as open, satisfying, relaxed, pleasant, comfortable, agreeable, wonderful, and easy. (Table 24; Appendix A.a) In general, student teachers assigned these attributes to their student teaching experience.

1972-73 Evaluation

For 1973 the overall summary evaluation involved student teachers and cooperating teachers. The major part of the evaluation was made up of data from student teachers reporting about their respective cooperating teachers.

Cooperating teachers were provided with written Guidelines for Cooperating Teachers (Appendix D) along with various forms used in the student teaching program. Teachers were expected to follow the Guidelines and were supported in carrying them out by university supervisors. At the end of the student teaching experience, 29 student teachers completed a questionnaire composed of 32 items found on the Guidelines for Cooperating Teachers.

Results of the 1973 Student Teacher Survey. Table 25 includes an abbreviated competency description and percentages of student teacher responses. The results generally indicate that cooperating teachers were able to meet the listed competencies, as perceived by student teachers.

In the factor analytic study of cooperating teacher competencies discussed above, reference was made to the importance of providing the student teacher with a proper orientation. This was one area which student teachers judged to be more important than did cooperating teachers and teacher educators. Knowing this, the project staff made a special effort to emphasize an orientation period.

Items 1a, 1b, 2a, 3, 4, 5, 6a, 7a, 7b, in Table 25 relate to orientation and adjustment aspects, with the percentage of yes responses ranging from sixty-eight to ninety-two. Items 2a, 3, 4 and 7a are particularly relevant.

The evaluation of the student teacher was another important project goal. Items relating specifically to evaluation (8, 9, 10, 11, 12, 13, 17, 18, 19) received percentage responses ranging from 41-93. The lowest item, 19, referring to the utilization of Form B probably occurred for two reasons. First, the instructions and form arrived late in the student teaching session. Secondly, teachers reported that the instructions were not fully understood. This information is more fully documented below under the section on Teacher Results.

The overall results of this questionnaire tentatively support the usefulness of providing specific Guidelines for Cooperating Teachers, other written materials and forms to assist in the student teaching program, e.g., evaluation forms, and mini workshop sessions held at centrally located schools. The non-compulsory workshops, some held quite late in the 1973 spring semester, did provide the cooperating teachers with an opportunity to clarify issues, experience observing and recording teaching behaviors via video tapes, and utilize project forms A and B.

Table 25

RESULTS OF STUDENT TEACHER SURVEY (1973)

STUDENT TEACHER PERCEPTIONS OF SELECTED COMPETENCIES OF COOPERATING TEACHER

	COMPETENCY	% responding[1]		
		Yes	No	N/A
1a.	C.T.[2] provided S.T.[3] with an overview of present class curriculum.	79%	17%	4%
1b.	C.T. related how present class curriculum fit in with total class curriculum (past and future) for the class as a whole.	78%[4]	5%[4]	7%[4]
2a.	C.T. provided sufficient opportunity, prior to teaching, for S.T. to observe the students.	90%	7%	3%
2b.	C.T. discussed specific behavioral and academic characteristics which S.T. observed during this period.	92%[5]	8%[5]	—
3.	C.T. planned with S.T. in advance the rate at which S.T.'s teaching duties were to be assumed.	92%	8%	—
4.	C.T. provided S.T. with opportunity to observe and record C.T.'s instructional approaches.	83%	14%	3%
5.	C.T. provided opportunities for S.T. to observe other classes in school.	69%	28%	3%
6a.	C.T. discussed with S.T. some guidelines concerning S.T's role and authority in the classroom.	76%	21%	3%
6b.	C.T. emphasized the "team approach".	45%[6]	41%[6]	4%[6]
7a.	C.T. acquainted S.T. with resource personnel (such as school psychologist) available in the system.	86%	14%	—
7b.	C.T. informed S.T. of the assistance S.T. might realistically expect from each of these resource personnel.	68%[7]	32%[7]	—
8.	C.T. discussed with S.T., at the beginning of student teaching experience, the frequency of evaluations.	62%	38%	—
9.	C.T. discussed with S.T. in advance the measures that were to be used in evaluation of S.T.'s performance.	59%	41%	—
0.	C.T. discussed with S.T. in advance the skills which C.T. would be looking for.	55%	45%	—
1.	C.T. maintained written records of S.T. progress and made them available to S.T. for discussion.	72%	28%	—

RESULTS OF STUDENT TEACHER SURVEY (1973)

STUDENT TEACHER PERCEPTIONS OF SELECTED COMPETENCIES OF COOPERATING TEACHER

	COMPETENCY	% responding		
		Yes	No	N/A
2.	C.T. identified both strengths and weaknesses in S.T. performance.	93%	7%	—
3.	C.T. encouraged S.T. to express point of view regarding evaluations of S.T.'s performance.	90%	10%	—
4.	C.T. informed S.T. that he would be available to listen and react to S.T.'s suggestions, questions, and problems at all times, not only during scheduled meetings.	90%	10%	—
5.	C.T. assisted in establishing an atmosphere that lent itself to free and open interaction concerning the cooperative teaching experience.	83%	17%	—
6.	C.T. discussed with S.T. the preparation of lesson plans in terms of behavioral objectives, content, and techniques.	66%	34%	—
7.	C.T. assisted S.T. in the evaluation of lessons in terms of their success and failure to achieve objectives.	76%	24%	—
8.	C.T. utilized Form A (Instructional Behaviors Rating Inventory).	90%	10%	—
9.	C.T. utilized form B (Classroom Interactions Sampling Sheet).	41%	59%	—
0.	C.T. demonstrated a variety of materials and techniques; discussed with S.T. the reasons for their use.	69%	31%	—
1.	C.T. discussed with S. T. effective methods for classroom management which help to create a good learning environment.	72%	25%	3%
2.	C.T. allowed S.T. to employ classroom management techniques which S.T. thought might be successful.	93%	7%	—
3.	C.T. assisted S.T. in developing effective lesson plans which were realistic for S.T. as well as for the class.	62%	38%	—
4.	C.T. discussed guidelines for test construction and administration.	38%	59%	3%
5.	C.T. permitted S.T. to experiment with content and techniques which were not part of C.T.'s teaching repetoire but which could be justified in terms of the students' needs and the overall goals of the curriculum.	97%	3%	—

RESULTS OF STUDENT TEACHER SURVEY (1973)

STUDENT TEACHER PERCEPTIONS OF SELECTED COMPETENCIES OF COOPERATING TEACHER

COMPETENCY	% responding Yes	No	N/A
6. C.T. allowed S.T. to participate in the development of goals and objectives for the instructional program.	90%	10%	—
7. C.T. provided a sufficiently flexible classroom program to permit S.T. to demonstrate teaching ability.	93%	7%	—
8. C.T. assigned S.T. units of work which allowed S.T. increased responsibility for the total class.	83%	14%	3%
9. C.T. assisted S.T. in critically analyzing S.T.'s instructional style so that S.T. developed an awareness of methods which may hinder successful teaching.	79%	21%	—
0. C.T. discussed with S.T. sources of professional improvement through involvement in professional organizations.	24%	66%	10%
1. C.T. involved S.T. in parent conferences, special services meetings, and faculty meetings.	69%	28%	3%
2. C.T. informed S.T. of professional publications, supplementary materials, and resources available within the community.	59%	41%	—

N = 29

C.T. - Cooperating Teacher

S.T. - Student Teacher

Of those answering "Yes" on 1a.

Of those answering "Yes" on 2a.

Of those answering "Yes" on 6a.

Of those answering "Yes" on 7a.

Results of 1973 Cooperating Teachers Evaluations. A random sample of 15 teachers drawn from a pool of 29 cooperating teachers judged the usefulness of the project developed forms ---A, B. and C. (Appendicies O, P and Q). A copy of the questionnaire is included in Appendix C.c. Responses were usable from 13 of the 15 teachers and are reported in Tables 26, 27 and 28.

Form C was an explanation of the various behaviors found on the Instructional Behaviors Rating Inventory. The intent of the form was to communicate to cooperating teachers a definition and standard for each of the behaviors. Table 26 results indicate that the majority of the teachers responding were satisfied with the majority of the definitions and standards except for items 7b and 7c.

Cooperating teachers also reported their satisfaction with the Instructional Behaviors Rating Inventory, Form A. Data in Table 27 suggests that this form was regularly used and was generally well received.

Classroom Interactions, Form B, was judged by teachers with the results reported in Table 28. For the most part this form was not used very frequently, received mixed reactions from cooperating teachers, and definitely needed some improvement. Of particular concern to teachers was the lack of clarity in how to use Form B and its particular purpose in the overall schemes to evaluate the student teacher.

The above results provided valuable clues for the future development of written materials and particularly in knowing what to retain or eliminate in the three forms.

Another evaluation technique utilized during the final project year was the collecting and analyzation of the rating forms used by the cooperating teachers. It was inferred that teacher use of the forms was an index of project effectiveness, and that student teachers were receiving feedback concerning their performance if

Table 26

Cooperating Teacher Satisfaction with Form C

N = 13

Form C Item	Yes	No	Undecided
1. Explanation of Behavioral Objective Adequate...	13		
2. Explanation of "Appropriateness" of Objective...	12		1
3. Definition of "Pre-Instructional Set"	12	1	
4. Definition of "Lesson Sequencing"	13		
5. Description of "Pupil Activities"	13		
6. (a) Definition of "Teacher Variation"	12		1
(b) Distinguish Teacher "Movement", "Gestures", and "Focusing"	12		1
7. (a) Distinguish between "Convergent" and "Divergent" Questions	12	1	
(b) Information Re Effective Teacher Questioning	8	3	2
(c) Definition of "Probing"	8	4	1
8. Definition of "Reinforcement Skills"	11	2	
9. Definition of "Closure"	12	1	

Table 27

Cooperating Teacher Satisfaction with Form A

Form A Item	Responses		
1. Approximate number of times used	10 - 15 times		
2. Did "Forced - Choice" occurence format present difficulties?	Yes: 1	No: 12	
3. Did effectiveness section (Good - Average - Poor) present difficulties?	Yes: 4	No: 9	
4. Usefulness of Form "A"	Very Useful 8	Moderately 5	Not Very
5. Was form used in student teacher evaluative conferences?	Yes: 13	No: 0	
6. Recommendations for improvement	Ten teachers wrote suggestions, among them: a. Include space to indicate lesson content. b. Provide more space for teacher student comments. c. Include section on teacher/pupil rapport.		

Table 28

Cooperating Teacher Satisfaction with Form B

Form B Item	Responses		
1. Approximate number of times used	Twice		
2. Was form applicable to particular teacher situation?	Yes: 8	No: 5	
3. How useful was Form B?	Very Useful 3	Moderately 6	Not Very 4
4. Was Form B used in student teacher conferences?	Yes: 6	No: 7	
5. Directions in form use sufficiently clear?	Yes: 7	No: 6	
6. Recommendations for improvement	Six teachers wrote suggestions, among them: a. Make the purpose more clearly understood in the written narrative. b. Include quality of teacher/pupil contact, e.g., positive or negative. c. Form B arrived late in the student teaching experience; include it at the beginning.		

Rating Form A, for example, was being completed by the teacher. The completed forms were gathered by university supervisors approximately every three weeks. Data concerning usage of the Instructional Behavior Rating Inventory - Form A, is reported as averages in Table 29. Form A focused upon the instructional skills of teaching with a special emphasis on formal-type lessons.

Table 29

Teacher Utilization of

Instructional Behavior Rating Inventory - Form A

N = 29

Total number of forms returned	306
Number of student teachers evaluated	29
Average number of forms utilized per student teacher Range 6 - 19	15.5
Average number of pupils per lesson	6.5
Average length of lessons in minutes	27.7

Section for cooperating teacher written comments was utilized in 263 of the 306 lessons.

The descriptive information in Table 29 demonstrates that the Instructional Behaviors Rating Inventory was widely used in the ten week student teaching period. This corroborates the reports of student teachers noted in Table 25 and the information provided by 13 cooperating teachers as found in Table 27. It is also evident in Table 29 that teachers took time to write comments in spaces provided on Form A. In the majority of cases, these comments and the other information contained on the inventory were shared with the student teacher.

The number of times teachers utilized the Classroom Interactions - Form B was unsatisfactory. On the average, these were completed twice for the 29 student teachers. As noted in previous comments from teachers the intent of the form was good but clearer directions were needed and more opportunities to practice using it.

Conclusions and Recommendations

Many of the conclusions concerning the project are incorporated into the above sections, therefore, this section caters to some general conclusions.

This training endeavor encompassed five major objectives. The competency statements for cooperating teachers was one of the first attempts to systematically gather the behaviors, skills, or competencies, as judged by persons involved in teacher training processes. The competency surveys and other project activities were carried out simultaneously since it became obvious that more information was required as to the particular roles and functions of the cooperating teacher.

The skills and objectives focused upon in the project did not exhaust all possibilities nor even cater to the full listing of competency statements gathered for the project. The major goals of defining roles and expectations, utilizing behavioral objectives, observing and recording teaching behaviors, and evaluating and providing feedback concerning student teacher performance, were judged to be among the most prominent needs in training host teachers. These particular goals appeared to be achieved with varying levels of success, and both student and cooperating teacher reports suggest that the selected project goals had some generalizable and beneficial effects in the overall student teaching program. Meeting performance criteria for particular project goals was one index of the project's success, however, these attainments have relatively limited usefulness if aspects of the project are not manifest in actual classroom settings that include student teachers. It was not assumed that attainment of project performance objectives by project teachers was a satisfactory measure of training effectiveness.

Project objectives 2, 3, 4 and 5 were achieved by some teachers but not all; and performance improved as the project moved from year to year. The most difficult objectives to evaluate and have apply to the student teacher were objective 4 - observing and recording teaching behaviors, and objective 5 - evaluating and providing systematic feedback to the student teacher.

The problem is not in training persons to reliably observe and record a selected number of behaviors, the challenge is in having these acquired observation skills apply to the more molar performances that student teachers are usually expected to demonstrate. The project approach to handling this was to select a limited number of particular teaching behaviors which were judged important for student teacher acquisition and which could be observed and recorded. The rating or evaluating aspect of student teachers also presents numerous difficulties. The eclectic training approach used in the project with objective 5 assisted cooperating teachers in realizing how complicated the process is even with well defined criteria. From on-site informal evaluations by the project staff it was apparent that project teachers were spending considerably more time observing and evaluating their respective student teachers in contrast to the efforts of previous years and the efforts of untrained cooperating teachers.

Perhaps the most unique and important feature of this project was the extensive work done in on-site training at the cooperating schools. No course, seminar, two or three day workshop can replace working with a teacher in his/her classroom. The challenges to this approach are the amount of time and money required, and finding personnel who are effective as college/university faculty and as change agents in working with teachers.

The defining of roles and expectations by the various parties involved in the cooperating teacher/student teacher enterprise was also an important step to the success of the project. A variety of institutional needs including the college/university and public schools do not always reflect the needs of individual student teachers, cooperating teachers, professors and administrators. The time taken to achieve consensus concerning some common goals yields worthwhile benefits in the long run. While all differences are never eliminated, it is instructive to know that they exist and where they occur.

Based upon the experiences of this three year project and data gathered, these recommendations seem appropriate:

1. The competency based teacher education movement will (or should) give concommitant attention to the role and function played by cooperating or master teachers in training teachers.
2. The competency statements gathered for this project can be expanded upon and refined with new training programs developed from these.
3. Ways of selecting cooperating teachers should be more fully explored and developed. Not all "good" teachers are "good" cooperating teachers.
4. Developing training modules is an expensive undertaking requiring considerable expertise. To the extent that commercial packages fit a training objective, they should be utilized.

   The products of R & D Centers in teacher education for general and special education could be incorporated into aspects of an inservice training program for cooperating teachers. For example, training packets for particular skill areas have been developed by Indiana University at Bloomington, The University of Texas at Austin, the Far West Laboratory for Educational Research and Development. Some of the products from these centers are produced and published by commercial enterprises.
5. While this project was involved with over 20 schools in a twenty-five mile radius of the University of Connecticut, it would be more practical and expeditious to adopt one or two schools as training centers for student and cooperating teachers.
6. The focus of this training program was on cooperating teachers of classes for the retarded. The training program could just as well serve other special education teachers and should be examined for teachers in general education as well.

Bibliography

Adams, R. S. & Biddle, B. J. *Realities of teaching: explorations with video tape*. New York: Holt, Rinehart and Winston, 1970.

Allen, D. & Ryan, K. *Microteaching*. Reading, Massachusetts: Addison-Welsey, 1969.

Allen, D. W. & Seifman, E. *The Teacher's Handbook*. Glenview, Illinois: Scott, Foresman and Company, 1971.

Amidon, E. J. & Hough, J. B. *Interaction analysis: theory, research and application*. Reading, Massachusetts: Addison-Welsey, 1967.

Anderson, C. C. & Hunka, S. M. Teacher evaluation: some problems and a proposal. *Harvard Educational Review*, 1961, *31* (1), 1-22.

Anderson, R. M. Evaluating the student teaching process in special education. *Education and Training of the Mentally Retarded*. 1973, *8* (1), 38-43.

Anderson, R. M. & Little, H. A. A practicum oriented teacher education program. *Education and Training of the Mentally Retarded*, 1968. *3* (2), 75-59.

Andrews, T. E. *Performance based teacher education* (newsletter). 1972, *1* (4), 6 pp. Published by the Multi-State Consortium on Performance-Based Teacher Education, New York State Education Department.

Berliner, D. C. *Microteaching and the technical skills approach to teacher training*. Technical report No. 8. Stanford: Stanford University Center for R & D in Teaching, 1969.

Biddle, B. J. & Ellena, W. J. *Contemporary research on teacher effectiveness*. New York: Holt, Rinehart and Winston, 1964.

Blatt, B. The preparation of special education personnel. *Review of Educational Research*, 1966, *36* (1), 151-161.

Blumberg, H. A system for analyzing supervisor-teacher interaction. In *Supervisor - teacher interaction: a series of papers concerned with the nature of the instructional phenomena of the supervision process*. Syracuse University, Mimeo, 1967.

Blumberg, H. The Blumberg system. In A. Simon & E. G. Boyer (Eds.) *Mirrors for Behavior II*. Philadelphia: Research for Better Schools, Inc., 1970. Pp. 34-34.4.

Borg, W. R.., Kelley, M. L., Langer, P., & Gall, M. *A microteaching approach to teacher education*. Beverly Hills: MacMillan Educational Services, Inc., 1970.

Brim, B. J. Attitude changes on teacher education students. *The Journal of Educational Research*, 1966, *59* (10), 441-445.

Bush, R. N. Curriculum-proof teachers. In L. J. Rubin (ED.) *Improving inservice education*. Boston: Allyn and Bacon, Inc., 1971. Pp. 37-70.

Bush, R. N. *Micro-teaching: a description*. Stanford: Stanford University, 1968.

Brophy, J. E. & Good, T. L. *Teacher-child dyadic interaction: a manual for coding classroom behavior*. Austin: University of Texas, 1969.

Campbell, D. C. & Stanley, J. C. Experimantal and quasi-experimental designs for research on teaching. In N. L. Gage (Ed.) *Handbook of Research on Teaching*.

Carlson, L. B. & Potter, R. E. Program profiles: a practicum model used for training teachers of the mentally retarded. *Mental Retardation*, 170, *8* (5), 52-54.

Claus, K. E. *Effects of modeling and feedback treatments on the development of teachers' questioning skills*. Stanford Center for Research and Development in Teaching, Technical Report No. 6., Stanford University, 1969.

Corrigan, D. & Garland, C. *Studying role relationships*. Association for Student Teaching. Research bulletin No. 6., Dubuque, Iowa: Wm. C. Brown Company, Inc., 1966.

The Council for Exceptional Children. *Professional standards for personnel in the education of exceptional children*. Washington, D.C., 1966.

Cruickshank, D. R. The use of simulation in teacher education: a developing phenomenon. *The Journal of Teacher Education*, 1969, *20* (1), 23-26.

Davis, H. Evolution of current practices in evaluating teacher competence. In J. B. Biddle and W. J. Ellena (Eds.) *Contemporary research on teacher effectiveness*. New York: Holt, Rinehart and Winston, 1964. Pp. 41-66.

Denemark, G. W. & MacDonald, J. B. Preservice and in-service education of teachers. *Review of Educational Research*, 1967, *37* (3), 233-247.

DuBey, R. E., Endly, V. L., Roe, B. D., & Follett, D. J. *A performance-based guide to student teaching*. Danville, Illinois: The Interstate Printers and Publishers, 1972.

Duchastel, P. C. & Merrill, P. F. The effects of behavioral objectives on learning: a review of empirical studies. *Review of Educational Research*, 1973, *43* (1), 53-69.

Ebel, R. L., (Ed.) *Encyclopedia of educational research*. Fourth Edition, London: The MacMillan Company, 1969.

Ebel, R. L. Behavioral objectives: a close look. *Phi Delta Kappan*, 1970, *52*, 171-173.

Edling, V. V. Educational objectives. In D. W. Allen & E. Seifman (Eds.) *The teachers handbook*. Glenview, Illinois: Scott, Foresman & Co., Pp. 207-219.

Fink, A. H. *Fink interaction analysis system*. Center for Educational Research and Development for Handicapped Children, Indiana University, 1971.

Fouracre, M. H. Student teacning in the professional preparation of the teacher of the mentally retarded. *Education and Training of the Mentally Retarded*, 1966, *1* (3), 145-150.

Flanders, N. A. Teacher influence, pupil attitudes, and achievement. *U. S. Department of Health, Education, and Welfare*, 1965, No. 12.

Fuchigami, R. Y. Training critic teachers in special education. *Education and Training of the Mentally Retarded*, 1967, *2* (3), 142-144.

Gage, N. L. *Handbook of research on teaching*. Chicago: Rand McNally, 1963.

Gage, N. L. Keeping abreast in research: can science contribute to the art of teaching? *Phi Delta Kappan*, 1968, *49* (7), 399-403.

Gage, N. L. *Teacher effectiveness and teacher education: the search for a scientific basis*. Palo Alto, California: Pacific Books, 1972.

Garland, C., Williams, C., & Corrigan, D. Procedures for the development and validation of a role expectation instrument for student teaching. *The Journal of Teacher Education*, 1968, *19* (1), 17-23.

Getzels, J. W. & Thelen, H. A. The classroom group as a unique social system. In *National Society for the Study of Education: the dynamics of instructional groups*. Chicago: University of Chicago Press, 1960. Chapter 4.

Grey, L. & Greenblatt, E. L. An experiment in team supervision. *Journal of Teacher Education*, 1963, *14*, 154-162.

Haring, N. G. & Fargo, G. A. Evaluating programs for preparing teachers of emotionally disturbed children. *Exceptional Children*, 1969, *36*, 3, 157-162.

Harris, B. M., Bessant, W., & McIntyre, K. E. *In-service education: a guide to better practice*. Englewood Cliffs, N. J.: Prentice Hall, 1969.

Hayes, R. B. A way to measure classroom teaching effectiveness. *Journal of Teacher Education*, 1963, *14*, 168-176.

Hillman, S. B. *The effects of question type and position on four types of learning among mentally retarded children*. Bloomington: Center for Innovation in Teaching the Handicapped, Indiana University, 1972, Final Report.

Horowitz, M. Student-teaching experiences and attitudes of student teachers. *The Journal of Educational Research*, 1968, *19* (3), 317-324.

Hough, J. B. & Duncan, J. K. *Teaching: description and analysis*. Reading, Massachusetts: Addison-Wesley, 1970.

Iano, R. P. A proposed practicum for training teachers of the mentally retarded. *Education and Training of the Mentally Retarded*, 1973, *7* (1), 51-56.

Instructional objectives: developing teaching strategies for the mentally retarded. Special Education Curriculum Development Center. Iowa State Department of Public Instruction, 1970.

Interpersonal Communications. Portland, Oregon: Northwest Regional Educational Laboratory, 1970.

Joyce, B. R. The social climate of teacher education. *Journal of Teacher Education*, 1963, *14*, 179-183.

Kibler, R. J., Barker, L. L., & Miles, D. T. *Behavioral objectives and instruction*. Boston: Allyn and Bacon, Inc., 1970.

Kokaska, C. J. & Schmidt, A. Seminars with cooperating teachers in mental redardation. *T E D Newsletter*. 1972, *8* (2), 22-23.

Lance, W. D. A clinical approach to the preparation of teachers of the educable mentally retarded. *Education and Training of the Mentally Retarded*, 1966, *1* (2), 100-103.

Lingren, V. C. The certification of cooperating teachers in student teaching programs. *Journal of Teacher Education*, 1957, *8*, 403-407.

Mackie, R. P. & Dunn, L. M. *Professional preparation for teachers of exceptional children: an overview*. Washington, D. C.: Supt. of Documents, 1960.

Mager, R. F. *Preparing instructional objectives*. Palo Alto: Fearon Publishers, 1962.

Meux, M. O. Studies of learning in the school setting. *Review of Educational Research*, 1967, *37* (5), 539-562.

Morse, K. R. & Davis, O. L., Jr. *The questioning strategies observation system (QSOS)*. Research and Development Center for Teacher Education, Univ. of Texas at Austin, 1970.

Popham, J. W. Performance tests of teaching proficiency: rationale, development, and validation. *American Educational Research Journal*, 1971, *8* (1), 105-119.

Popham, J. W., Eisner, E. W., Sullivan, H. J., & Tyler, L. L. *AERA monograph series on curriculum evaluation: instructional objectives*. Chicago: Rand McNally and Company, 1969.

Professional Education: a selective bibliography. Arlington, Va.: CEC Information Center, 1971, Pp. 22.

Rosenberg, S. & Cohen, B. D. Toward a psychological analysis of verbal communication skills. In R. Schiefelbusch, R. Copeland and J. Smith (Eds.) *Language and mental retardation: empirical and conceptual considerations*. New York: Holt, Rinehart and Winston, Inc., 1967, Pp. 54-80.

Rosenshine, B. & Furst, N. Research in teacher performance criteria. In B. O. Smith (Ed.) *Research in teacher education: a symposium*. Englewood Cliffs: Prentice-Hall, Inc., 1971. Pp. 37-72.

Ryan, K. Student teaching. In D. W. Allen and E. Seifman (Eds.) *The teachers handbook*. Glenview, Ill.: Scott, Foresman and Company, Pp. 16-25.

Ryan, K. & Cooper, J. M. *Those who can, teach*. Boston: Houghton Mifflin, 1972.

Schwartz, L., Oseroff, A., Drucker, H., & Schwartz, R. *Innovative non-categorical inter-related projects in the education of the handicapped.* Tallahassee, Florida: The Florida State University, 1972.

Shaplin, J. T. Practice in teaching. *Harvard Educational Review*, 1961, *31* (1), 23-49.

Simmons, A. A. Supervision of and experiences for student teaching. *Volta Review*, 1966, 648-652.

Smith, B. O. *Research in teacher education: a symposium.* Englewood Cliffs, N. J.: Prentice-Hall, 1971.

Snider, J. G. & Osgood, C. E. *Semantic differential technique: sourcebook.* Chicago: Aldine Publishing, 1969.

Ward, W. & Suttle, J. The Oregon plan to improve the induction process: the program to prepare supervising teachers and the organization of schools and colleges to accommodate the process. *Journal of Teacher Education*, 1966, *17* (4), 444-451.

Wright, C. J. & Nuthall, G. Relationships between teacher behaviors and pupil achievement in three experimental elementary science lessons. *American Educational Research Journal*, 1970, *7* (4), 447-491.

Appendix A

THE UNIVERSITY OF CONNECTICUT

Cooperating Teacher Training Project

Workshop Schedule October 16, 1970

9-9:30 Coffee and Chat

9:30-9:45 J. Strauch - Introductions - Review of purpose and goals of project

9:45-10:45 B. Wyss - Ed. 262 - Student Assignments - Forms - Distribute and discuss

10:45-11:45 J. Strauch - Instructional Objectives - Film - Workshop

12:00 - 1:15 Lunch

1:15-1:45 J. Strauch - Rationale for use of audio and video capabilities

1:45-2:00 R. McAndrew - Available materials at U.Conn. - Demonstrate use of portable T. V. Unit.

2:00-2:45 Small Groups - Activities - complete weekly schedules - Edit junior participation forms - ideas for future workshops - critique day's work

Assignment: Read ch. 1 and 2 and study p. 14 in The Role of the Teacher in the Classroom.

3:00 Dismissal

Appendix B

THE UNIVERSITY OF CONNECTICUT

Division of Special Education

Cooperating Teacher Competency Survey

Directions For Completion of Survey:

(1) The purpose of this questionnaire is to obtain your views regarding the competencies an effective special education cooperating teacher should possess.

A cooperating teacher is the educator with whom a student teacher is placed for practice teaching by the university teacher training coordinator.

(2) To complete the questionnaire you need:

(a) the list of 29 competencies
(b) the machine-scorable answer sheet
(c) the reaction page
(d) a soft leaded (#2) pencil

(3) Fill in the following identifying information on the machine-scorable answer sheet:

(a) name (voluntary)
(b) sex (B=male; G=female)
(c) birthdate
(d) in the column entitled "GRADE" mark one space to indicate your primary role according to the following criteria:

3 = you are a college (university) educator training special education teachers
4 = you are a college (university) educator training teachers
5 = you are a special education coordinator in a school system
6 = you are a coordinator (not in special education) in a school system
7 = you are a special education teacher
8 = you are a teacher (not special education)
9 = you are a special education student teacher
10 = you are a student teacher (not special education)

(e) if you are or have been a cooperating teacher, mark box "A" in the section entitled "FORM OF THIS TEST"
(f) in the section entitled "TEACHER ONLY: STUDENT ABSENT FOR PART": mark one of the spaces according to the following criteria to indicate your highest level of education:

I = BA
II = MA or M Ed
III = Sixth Year
IV = Ph D

(4) Respond to every one of the 29 competencies by evaluating each in terms of two factors:

(a) Importance - Each of the 29 competencies is to be evaluated in terms of its importance in the effective functioning of a cooperating teacher in promoting the training and growth of student teachers of exceptional children. Beginning with #1 of Section I and continuing through #29 on the machine-scorable answer sheet, blacken the appropriate letter box according to the following criteria:

A = very important
B = moderately important
C = slightly important
D = somewhat unimportant
E = definitely unimportant

(b) Trainability - Trainability refers to the manner in which a particular competency is acquired. Certain skills are best learned during on-campus course work. Other competencies are best developed through planned training on-the-job. Other skills are acquired through work experience on the job (but without planned training). Still other competencies may not be susceptible to such experiences and are primarily a matter of "innate" ability. Beginning with #41 (for competency #1) of Section II on the machine scorable answer sheet, and continuing through #69 (for competency #29) blacken the appropriate letter box according to the following criteria:

A = best developed through on-campus course
B = best developed through planned on-the-job training
C = best developed through on-the-job experiences
D = not amenable to training; an "innate" skill

(5) Remember - (a) each competency is to be rated twice (importance and trainability
(b) use a No. 2 pencil
(c) erase the mark completely if you change your answer

(6) Feel free to write comments right on the list of 29 competencies; add missing competencies or subskills; delete, or change the given content. Use the reaction page for any additional views concerning the questionnaire.

THE UNIVERSITY OF CONNECTICUT

Division of Special Education

Cooperating Teacher Competencies

A cooperating teacher should be capable of ....

1. ... transmitting to the student teacher the following specific information (including changes as they develop) concerning the host school:

   (a) Phone and address of school.
   (b) Building plan; fire exits
   (c) Names of administrators, faculty, special services personnel, staff (secretaries, custodians, aides)
   (d) School calendar (vacations, release time, early closings, special meeting dates)
   (e) School opening and closing hours (for students and for teachers)
   (f) Class information (daily schedule, seating plan, roster of students, including class profile)
   (g) Community characteristics and unique features
   (h) Policy and procedure regarding:

      - emergencies in building and on playground
      - parent pickup of children
      - transporting students in personal autos
      - parent conferences
      - use of student files
      - confidentiality of reports
      - school chain of command
      - snow day notification
      - grading system
      - report cards
      - use of gym, library, cafeteria
      - teacher duty in halls, cafeteria, playground, auditorium
      - use of audio-visual equipment
      - use of duplicating equipment
      - storage and ordering of instructional supplies
      - extra-curricular activities
      - mail
      - discipline
      - passes
      - medication of students
      - special services referrals
      - field trips

A cooperating teacher should be capable of ....

2. ... transmitting items (a), (c), (d), (e), (f), (g) listed in (1.) to the university supervisor, including changes as they develop.

3. ... introducing the student teacher and the university supervisor to various school personnel.

4. ... involving the student teacher in parent conferences, special services meetings, professional organizations, faculty meetings, parent-teacher organization meetings, community activities (as school policy, cooperating teacher, and student teacher schedules permit).

5. ... scheduling regular conferences between the student teacher and herself/himself and among the student teacher, university supervisor and herself/himself, at a mutually agreeable time and frequency; giving reasonable notice of such meetings to those concerned.

6. ... telling the student teacher that she/he is available to listen and react to the questions and problems of the student teacher at all times, not only during scheduled meetings.

7. ... taking the initiative to establish and maintain effective open communication between the student teacher, university supervisor, and herself/himself.

A cooperating teacher should be capable of ....

8. ... analyzing the dynamics of her/his relationship with the student teacher and with the university supervisor.

9. ... sharing with the others her/his perception of the expected and observed roles of all three (student teacher, cooperating teacher, university coordinator).

10. ... comparing her/his own characteristics and style of operating with those which research reports to be signs of good special and regular class cooperating teachers.

11. ... applying a variety of techniques in the "objective" evaluation of the student teacher.

12. ... informing the student teacher and the university supervisor at the beginning of the student teaching experience regarding the time of evaluations, the measures to be used, the skills to be observed; modifying any of the above if mutual discussion so warrants.

13. ... identifying competencies student teachers should possess or develop.

14. ... identifying strengths and weaknesses in the student teacher's performance.

15. ... discussing the evaluation with the student teacher; listening to the student teacher's point of view.

A cooperating teacher should be capable of ....

16. ... constructive criticism, including specific guidelines for improving the student teacher's performance; helping student teacher to build suggestions into future lesson plans.

17. ... depicting the student teacher's progress graphically, ensuring a success experience for the student teacher.

18. ... allowing the student teacher to observe and record the cooperating teacher's approach with the same methods and on the same basis.

19. ... applying and objectively evaluating various specific counseling techniques in her/his relationship with the student teacher.

20. ... demonstrating to the student teacher sources of professional improvement through involvement in professional organizations, utilization of professional literature, participation in special workshops, courses.

21. ... informing the student teacher how the present class curriculum relates to the total curriculum (past and future) for the group as a whole.

22. ... justifying time spent on various aspects of the content areas and the teaching techniques used, in terms of research findings concerning the competencies and needs of exceptional children.

A cooperating teacher should be capable of ....

23. ... identifying specific needs of individual students through past and present formal and informal evaluation procedures.

24. ... incorporating specific content and techniques geared to individual needs into her/his lesson plans.

25. ... evaluating the effects of (24.) above, by comparing expected with obtained results; representing the students' progress graphically, ensuring a success experience for the students.

26. ... demonstrating all of above (23., 24., 25.) to the student teacher.

27. ... assisting the student teacher in the preparation of her/his lesson plans in terms of behavioral objectives (group and individual), content, and techniques; in their evaluation and modification for future lessons.

28. ... permitting the student teacher to experiment with content and techniques which are not part of the cooperating teacher's repertoire but which can be justified by the student teacher in terms of the classroom students' needs and overall goals of the program. as well as the student teacher's own areas of competency.

29. ... delegating tasks gradually to the student teacher, but allowing her/him at least three weeks of total classroom management experience, including attendance taking, record keeping, conducting of morning exercises, ordering supplies and resource materials, and teaching.

REACTION PAGE

(1) List any competencies which you feel should be included but which are not listed.

(2) Comments

Name ____________________

School ____________________

Town & State ____________________

Appendix C

Factorial Dimensions Measured by CTCS

Factor I: Professional Awareness and Development

Item #	Item Stem	Loading
20	Demonstrating to the student teacher sources of professional improvement through involvement in professional organizations, utilization of professional literature, participation in special workshops, courses.	.74
22	Justifying time spent on various aspects of the content areas and the teaching techniques used, in terms of research findings concerning the competencies and needs of exceptional children.	.59

Factor II: Evaluation of Student Teachers

Item #	Item Stem	Loading
12	Informing the student teacher and the university supervisor at the beginning of the student teaching experience regarding the time evaluations, the measures to be used, the skills to be observed; modifying any of the above if mutual discussion so warrants.	.77
5	Scheduling regular conferences between the student teacher and herself/himself and among the student teacher, university supervisor and herself/himself, at a mutually agreeagle time and frequency; giving reasonable notice of such meetings to those concerned.	.71
11	Applying a variety of techniques in the "objective" evaluation of the student teacher.	.64
13	Identifying competencies student teachers should possess or develop.	.58

Factor III: Orientation

Item #	Item Stem	Loading
2	Transmitting items a, c, d, e, f, and g listed in 1 to the university supervisor, including changes as they develop.	.79
1	Transmitting to the student teacher specific information (including changes as they develop) concerning the host school.	.78
3	Introducing the student teacher and the university supervisor to various school personnel.	.65

Factor IV: Team Interaction

Item #	Item Stem	Loading
15	Discussing the evaluation with the student teacher; listening to the student teacher's point of view.	.75
7	Taking the initiative to establish and maintain effective open communication between the student teacher, university supervisor, and herself/himself.	.66
6	Telling the student teacher that she/he is available to listen and react to the questions and problems of the student teacher at all times, not only during scheduled meetings.	.59

Factor V: Constructive Criticism

Item #	Item Stem	Loading
16	Constructive criticism, including specific guidelines for improving the student teacher's performance; helping student teacher to build suggestions into future lesson plans.	.73
21	Informing the student teacher how the present class curriculum relates to the total curriculum (past and future) for the group as a whole.	.56

Factor VI: Introduction to Teaching Process

Item #	Item Stem	Loading
18	Allowing the student teacher to observe and record the cooperating teacher's approach with the same methods and on the same basis.	.75
17	Depicting the student teacher's progress graphically, ensuring a success experience for the student teacher.	.62
29	Delegating tasks gradually to the student teacher, but allowing her/him at least three weeks of total classroom management experience, including attendance taking, record keeping, conducting of morning exercises, ordering supplies and resource materials, and teaching.	.55

Factor VII: Teacher Involvement and Development

Item #	Item Stem	Loading
4	Involving the student teacher in parent conferences, special services meetings, professional organizations, faculty meetings, parent-teacher organization meetings, community activities (as school policy, co-operating teacher, and student teacher schedules permit).	.67
10	Comparing her/his own characteristics and style of operating with those which research reports to be signs of good special and regular class cooperating teachers.	.63
28	Permitting the student teacher to experiment with content and techniques which are not part of the cooperating teacher's repertoire but which can be justified by the student teacher in terms of the classroom students' needs and overall goals of the program, as well as the student teacher's own areas of competency.	.50

Factor VIII: Awareness of Team Relationship

Item #	Item Stem	Loading
8	Analyzing the dynamics of her/his relationship with the student teacher and with the university supervisor.	.82
9	Sharing with the others her/his perception of the expected and observed roles of all three (student teacher, cooperating teacher, university coordinator).	.81
19	Applying and objectively evaluating various specific counseling techniques in her/his relationship with the student teacher.	.41

Factor IX: Guidance in Instruction

Item #	Item Stem	Loading
14	Identifying strengths and weaknesses in the student teacher's performance.	.77
27	Assisting the student teacher in the preparation of her/his lesson plans in terms of behavioral objectives (group and individual), content, and techniques; in their evaluation and modification for future lessons.	.71

Factor X: Individual Planning Ability

Item #	Item Stem	Loading
26	Demonstrating 23, 24 and 25 to the student teacher.	.81
23	Identifying specific needs of individual students through past and present formal and informal evaluation procedures.	.79
25	Evaluating the effects of 24 by comparing expected with obtained results, representing the students' progress graphically, and ensuring a success experience for the students.	.68
24	Incorporating specific content and techniques geared to individual needs into her/his lesson plans.	.56

Appendix D

THE UNIVERSITY OF CONNECTICUT

School of Education
Division of Special Education

Guidelines for Cooperating Teachers

These are suggestions which we feel will benefit the student teacher and provide guidelines for the cooperating teacher/student teacher relationship. Therefore all statements must be considered in light of the cooperating teacher's program, teaching style, and administrative considerations.

General Information

The following information concerning the host school should be shared with the student teacher as soon as possible.

(a) Building plan; fire exits

(b) Names and function of administrators and special services personnel

(c) School calendar (vacations, release time, early closing, special meeting dates)

(d) School opening and closing hours (for students and for teachers)

(e) Class information (daily schedule, seating plan, roster of students, including class profile)

(f) Community characteristics and unique features

(g) Policy and procedure regarding:

- emergencies in building and on playground
- parent pickup of children
- transporting students in personal autos
- parent conferences
- use of student files
- confidentiality of reports
- school chain-of-command
- grading system
- report cards
- use of gym, library, cafeteria
- teacher duty in halls, cafeteria, playground, auditorium
- use of audio-visual equipment
- use of duplicating equipment
- storage and ordering of instructional supplies
- extra-curricular activities

- discipline
- passes
- medication for students
- special services referrals
- field trips

I. ORIENTATION AND ADJUSTMENT TO THE TEACHING EXPERIENCE

A cooperating teacher should:

(a) Provide the student teacher with an overview of the present class curriculum and how it relates to the total curriculum (past and future) for the group as a whole.

(b) Plan with the student teacher in advance the rate at which it is agreed that her duties will be assumed.

(c) Provide the student teacher with sufficient opportunity, prior to the teaching process to observe the students; discuss with the student teacher specific behavioral and academic characteristics which she has observed during this period.

(d) Provide the student teacher with the opportunity to observe and record the cooperating teacher's instructional approach in the classroom.

(e) Provide opportunities for the student teacher to observe various classes within the school.

(f) Discuss with the student teacher guidelines concerning her role and authority in the classroom emphasizing team approach.

(g) Acquaint the student teacher with the resource personnel of the system, such as consultants in all fields, and inform her of the assistance she can realistically expect form each.

II. EVALUATION OF STUDENT TEACHER

A cooperating teacher should:

(a) Discuss with the student teacher and the university supervisor at the beginning of the student teaching experience the frequency of evaluations, the measures to be used, the skills to be observed, and be willing to modify any of the above if discussion so warrants.

(b) Participate in conferences between the student teacher, herself, and/or the university supervisor at a mutually agreeable time and frequency, giving reasonable notice of such meetings to those concerned.

(c) Be capable of identifying competencies student teachers should possess or develop.

(d) Apply a variety of techniques in an "objective" evaluation of the student teacher.

(e) Identify both strengths and weaknesses in the student teacher's performance.

(f) Maintain written records of the student teacher's progress and have them available to her for discussion and available to the university supervisor.

III. TEAM INTERACTION

A cooperating teacher should:

(a) Discuss all aspects of her evaluation of the student teacher with her and encourage the student teacher to express her point of view regarding the evaluation.

(b) Inform the student teacher that she is available to listen and react to suggestions, questions, and problems of the student teacher at all times, not only during scheduled meetings.

(c) Take the initiative in discussing those areas in which she perceives the student teacher to be experiencing anxiety and disappointment.

(d) Assist in establishing an atmosphere among the student teacher, the university supervisor, and herself that lends itself to free and open interaction concerning the teaching experience.

IV. AWARENESS OF TEAM RELATIONSHIP

A cooperating teacher should:

(a) Be willing to analyze the dynamics of her relationship with the student teacher and the university supervisor.

(b) Share with the student teacher and the university supervisor her perception of their expected and observed respective roles.

* Please note that the pronoun "her" or "she" is used throughout rather than the his/her or herself/himself designations. Obviously, male teachers and students are implied; we trust they will not be offended.

(c) Be willing to objectively evaluate her relationship with the student teacher as it relates to the professional growth of both individuals.

(d) Regard the student teacher as a professional in training, not a subordinate.

V. PLANNING FOR INDIVIDUAL NEEDS

A cooperating teacher should:

(a) Identify and demonstrate specific needs of individual students through past and present, formal and informal evaluation procedures.

(b) Incorporate specific content and techniques geared to individual needs into her daily plans.

(c) Evaluate and demonstrate the effects of specific content and techniques by comparing expected with obtained results.

VI. GUIDANCE IN INSTRUCTION

A cooperating teacher should:

(a) Discuss with the student teacher the preparation of her lesson plans in terms of behavioral objectives, content, and techniques, and in the evaluation of their success and failure.

(b) Offer constructive criticism, including specific guidelines for improving the student teacher's performance; help the student teacher to build suggestions into subsequent instructional efforts.

(c) Demonstrate a variety of teaching materials and techniques and discuss with the student teacher the reasons for their use.

(d) Justify time spent on various aspects of the content areas in terms of her perception of the competencies and needs of exceptional children.

(e) Discuss with the student teacher effective methods of classroom management which help create an appropriate learning environment, allowing the student teacher the flexibility to employ methods which she feels might be successful.

(f) Assist and discuss with the student teacher methods for developing effective lesson plans so that the plans are realistic for the student teacher and the class.

(g) Discuss with the student teacher guidelines for test construction and administration.

VII. TEACHER INVOLVEMENT AND DEVELOPMENT

A cooperating teacher should:

(a) Permit the student teacher to experiment with content and techniques which are not part of the cooperating teacher's repertoire but which can be justified in terms of the students' needs and overall goals of the curriculum, as well as the student teacher's own areas of competency.

(b) Allow the student teacher to participate in the development of goals and objectives for the instructional program.

(c) Provide a sufficiently flexible classroom program which permits the student teacher to demonstrate her teaching ability and interests.

(d) Assign the student teacher units of work that will allow her increased responsibility for the total class.

(e) Assist the student teacher in critically analyzing instructional situations which she has observed.

(f) Assist the student teacher in critically analyzing her instructional style in order that she develop an awareness of methods that may hinder successful teaching.

(g) Encourage the student teacher to evaluate the cooperating teacher's instructional style and be willing to respond to the student teacher's observations of same.

VIII. PROFESSIONAL DEVELOPMENT

A cooperating teacher should:

(a) Discuss with the student teacher sources of professional improvement through involvement in professional organizations and participation in special workshops or courses offered at the host school.

(b) Be willing to involve the student teacher in parent conferences, special services meetings, faculty meetings, parent-teacher organization meetings, community activities (as school policy, cooperating teacher and student teacher schedules permit).

(c) Inform the student teacher of professional publications, supplementary materials, and resources available within the community.

NOTE: You are the Number 1 supervisor with the most intense and immediate contact with the student teacher. Therefore, we suggest that you provide as much feedback as possible to the student teacher. Regularly scheduled conferences would be most beneficial. Feel free to require such teacher duties as attendance, bulletin boards, monitor duties, etc. as you see fit.

THE UNIVERSITY OF CONNECTICUT

School of Education
Division of Special Education

Cooperating Teacher Competency Survey

Please make certain to respond to each item by circling your choice on the 1 - 5 scale.

	APPROPRIATENESS DIMENSION					
	Very inappropriate	Moderately inappropriate	Neutral	Moderately appropriate	Very appropriate	A cooperating teacher should:
1.	1	2	3	4	5	involve the student teacher in parent conferences, special services meetings, professional organizations, faculty meetings, parent-teacher organization meetings, community activities (as school policy, cooperating teacher, and student teacher schedules permit).
2.	1	2	3	4	5	schedule regular conferences between the student teacher and herself and among the student teacher, university supervisor and herself, at a mutually agreeable time and frequency.
3.	1	2	3	4	5	tell the student teacher that she is available to listen and react to the questions and problems of the student teacher at any time, not only during scheduled conferences.
4.	1	2	3	4	5	analyze her relationship with the student teacher and with the college/university supervisor.
5.	1	2	3	4	5	share with the others her perception of the expected and observed roles of all three (student teacher, cooperating teacher, college/university supervisor).
6.	1	2	3	4	5	apply a variety of techniques in the "objective" evaluation of the student teacher.
7.	1	2	3	4	5	discuss with the student teacher and the university supervisor at the beginning of the student teaching experience regarding the time of evaluations, the measures to be used, the skills to be observed; modifying any of the above if mutual discussion so warrants.

N. B. Just for a change, the pronoun "her" is being used in place of the usual him/her, himself/herself designations. Naturally, males are implied.

APPROPRIATENESS
DIMENSION

	Very inappropriate	Moderately inappropriate	Neutral	Moderately appropriate	Very appropriate	A cooperating teacher should:
8.	1	2	3	4	5	assure a means of transporting the student teacher to and from the host school.
9.	1	2	3	4	5	identify competencies student teachers should possess or develop.
10.	1	2	3	4	5	identify strengths and weaknesses in the student teacher's performance.
11.	1	2	3	4	5	discuss all aspects of the evaluation with the student teacher, while at the same time providing a clear opportunity for the student to express her point of view.
12.	1	2	3	4	5	offer constructive criticism, including specific suggestions for improving the student teacher's performance; helping the student teacher to build these suggestions into future lesson plans.
13.	1	2	3	4	5	maintain written records of the student teacher's progress and make them available to her for discussion.
14.	1	2	3	4	5	provide the student teacher with the opportunity to observe, record, and evaluate the cooperating teacher's teaching style and techniques.
15.	1	2	3	4	5	objectively evaluate her relationship with the student teacher as it relates to the professional growth of both individuals.
16.	1	2	3	4	5	demonstrate to the student teacher sources of professional improvement through involvement in professional organizations and participation in special workshops or courses.
17.	1	2	3	4	5	discuss with the student teacher how the present class curriculum relates to the total school curriculum (past and future) for the group as a whole.
18.	1	2	3	4	5	justify time spent on various aspects of the content areas and the teaching techniques used, in terms of her perceptions of the competencies and needs of exceptional children.

	APPROPRIATENESS DIMENSION					
	Very inappropriate	Moderately inappropriate	Neutral	Moderately appropriate	Very appropriate	A cooperating teacher should:
19.	1	2	3	4	5	convey to the student teacher ways to identify specific needs of individual pupils through past and present formal and informal evaluation procedures.
20.	1	2	3	4	5	incorporate specific content and techniques geared to individual needs into her lesson plans and evaluate their effects, sharing the results with the student teachers.
21.	1	2	3	4	5	assist the student teacher in the preparation of her lesson plans in terms of behavioral objectives (group and individual), content, and techniques; and in their evaluation and modification for future lessons.
22.	1	2	3	4	5	permit the student teacher to experiment with content and techniques which are not part of the cooperating teacher's repertoire but which can be justified by the student teacher in terms of the classroom pupils' needs and overall goals of the program, as well as the student teacher's own areas of competence.
23.	1	2	3	4	5	design a short course in writing behavioral objectives.
24.	1	2	3	4	5	delegate tasks gradually to the student teacher, but allowing her at least three weeks of total classroom management and instruction, including attendance taking, record keeping, conducting of morning exercises, ordering supplies and resource materials, etc.
25.	1	2	3	4	5	inform the student teacher of professional publications, supplementary materials, and resources available within the community.
26.	1	2	3	4	5	demonstrate a variety of teaching materials and techniques and discuss with the student teacher the reasons for their use.
27.	1	2	3	4	5	provide opportunities for the student teacher to observe other classes within the school.
28.	1	2	3	4	5	assign the student teacher units of work that will allow her increased responsibility for the total class.

	APPROPRIATENESS DIMENSION					
	Very inappropriate	Moderately inappropriate	Neutral	Moderately appropriate	Very appropriate	A cooperating teacher should:
29.	1	2	3	4	5	provide the student teacher with sufficient opportunity, prior to actual teaching, to observe the students and suggest specific behavioral and academic characteristics that may be significant in working with the class.
30.	1	2	3	4	5	allow the student teacher to participate in the development of goals and objectives for the instructional program and implement these within the class.
31.	1	2	3	4	5	provide a flexible classroom program that will permit the student teacher to demonstrate her teaching ability and interests.
32.	1	2	3	4	5	provide specific guidelines for the student teacher concerning the student teacher's role and authority in the classroom.
33.	1	2	3	4	5	develop a viable relationship with the college/university supervisor and make suggestions concerning the improvement of the student teaching program.
34.	1	2	3	4	5	inform the student teacher when she is to assume responsibility for the total class in order to allow adequate time for instructional planning.
35.	1	2	3	4	5	provide the student teacher with guidelines for test construction and administration.
36.	1	2	3	4	5	provide a lunch for the student teacher under the "free lunch" program offered by the school through federal subsidies.
37.	1	2	3	4	5	assist the student teacher in analyzing teaching situations. which the student teacher has observed.
38.	1	2	3	4	5	work at establishing an atmosphere that is conducive to free and open interaction concerning the teacher experience among the student teacher, cooperating teacher, and the college/university supervisor.

APPROPRIATENESS
DIMENSION

	Very inappropriate	Moderately inappropriate	Neutral	Moderately appropriate	Very appropriate	A cooperating teacher should:
39.	1	2	3	4	5	provide specific opportunities for the student teacher to meet faculty members and the administrative staff.
40.	1	2	3	4	5	acquaint the student teacher with school policies, classroom procedures, pupil personnel records, use of audio-visual equipment, and the materials and supplies necessary for teaching.
41.	1	2	3	4	5	provide a specified work area for use by the student teacher.
42.	1	2	3	4	5	discuss with the student teacher the criteria to be used in evaluating her performance in terms of the teaching experience.
43.	1	2	3	4	5	expect the college/university supervisor to demonstrate or model teaching behaviors which are judged important in the teacher training program.
44.	1	2	3	4	5	allot specific periods of time to discuss with the student teacher and the college/university supervisor the student teachers progress as it relates to the total educational program.
45.	1	2	3	4	5	allow sufficient opportunity for the student teacher to meet the requirements outlined in the college/university student teaching program.
46.	1	2	3	4	5	plan in advance with the student teacher the rate at which particular responsibilities will be assumed.
47.	1	2	3	4	5	assume the initiative in discussing those areas of the teaching experience which she (cooperating teacher) perceives as troublesome for the student teacher.
48.	1	2	3	4	5	regard the student teacher as a teacher-in-training, not as a subordinate.
49.	1	2	3	4	5	point out effective methods of classroom management which tend to promote learning.

APPROPRIATENESS DIMENSION

	Very inappropriate	Moderately inappropriate	Neutral	Moderately appropriate	Very appropriate	A cooperating teacher should:
50.	1	2	3	4	5	insist that the student teacher follow the cooperating teacher's daily routine.
51.	1	2	3	4	5	require the visits from the college/university supervisor be announced in advance, rather than "pop-in" visits.
52.	1	2	3	4	5	be given college/university appointments as adjunct faculty.

Thank you for your time and willingness to cooperate.

If you would like a summary of the results of this survey, please provide your name and mailing address.

Name ____

Address ____

____

Appendix F

THE UNIVERSITY OF CONNECTICUT

School of Education

EXPECTATION FOR STUDENT TEACHERS

A student teacher should be expected to:

1. Show an affective relationship with the students.
2. Demonstrate growth throughout the student teaching experience.
3. Be able to communicate an awareness of his own weaknesses and difficulties.
4. Be able to offer new ideas to the present situation and teacher.
5. Have a professional attitude and take his position seriously.
6. Take over the class completely by the end of three weeks.
7. Work cooperatively with the teacher (share groups).
8. Realize that his evaluation is partially based on the children's reactions to him.
9. Establish a working relationship with respect for co-op teacher's experience.
10. Adhere to rules and regulations (also unofficial policies) of the administration to which staff must adhere.
11. Have his own convictions, desires and ideas, and not expect to have them molded by the co-op teacher.
12. Have creative ideas other than those exposed to by the co-op teacher.
13. Make at least two separate attempts to beautify the room; bulletin boards, furniture arrangement, charts, games, etc.
14. Be aware of effective methods of classroom management and be willing to experiment with those not in his/her repertoire.
15. Discuss and interact concerning the reasons behind method, curriculum, and classroom management.
16. Be willing to keep trying if unsuccessful at first.
17. Develop a comfortable effective teaching style.
18. Develop motivational techniques.

19. Show responsibility with respect to goals. He/she is there to accomplish something.

20. Develop evaluative techniques and record pupil progress.

21. Respect the property of school and teacher.

22. Assist in establishing an atmosphere among the cooperating teacher, the University supervisor, and himself which lends itself to free and open interaction concerning the teaching experience.

23. Arrange periodic conferences with the cooperating teacher and/or University supervisor at a mutually agreeable time.

24. Prepare his/her lesson plans in terms of behavioral objectives and evaluate success of same.

25. Develop lesson plans which are realistic in terms of his/her own competencies and those of the class as a whole.

26. Consult the C.T. for approval of all activities and lessons which have not been previously agreed upon.

27. Adhere to professional ethics and conduct.

28. Attempt to view behavior problems objectively, trying to develop a clinical approach to them.

29. Study pupil personnel records on the children in the class, trying to avoid formulating prejudicial ideas which limit expectations for performance.

30. Respect the confidentiality of pupil personnel records.

31. Discuss a student's problems with the C.T. in private, not in his/her presence.

32. Attempt to develop an approach to students which respects, and does not undermine the authority of the co-op teacher.

Appendix G

UNIVERSITY OF CONNECTICUT

School of Education

EXPECTATION FOR STUDENT TEACHERS

A student teacher should:

1. Assist in establishing an atmosphere among cooperating teachers, the University Supervisor, and himself which lends itself to free and open interaction concerning the student teaching experience.

2. Comport himself in an appropriate manner as interpreted by the administration and formal/informal policies of the host school.

3. Feel free to arrange conferences with the cooperating teacher and/or University Supervisor at mutually agreeable times.

4. Anticipate the need for, and accept, constructive criticism from the cooperating teacher and/or University Supervisor.

5. Take the initiative in requesting cooperating teacher or University Supervisor feedback and assistance.

6. Establish a working relationship with the cooperating teacher, with consideration to the cooperating teacher's experience, suggestions, and personality.

7. Maintain a mature and professional attitude toward his work and his co-workers.

8. Feel free to offer new ideas or approaches to the cooperative teaching process, realizing that it is his responsibility to work out any problems that might arise in their application in the classroom.

9. Demonstrate a willingness to incorporate suggestions of the cooperating teacher and University Supervisor into teaching efforts.

10. Be aware of effective methods of classroom management and be willing to experiment with the aim of developing an awareness of the effects of his behavior on pupil behavior.

11. Attempt to meet the individual differences of pupils through the use of varied approaches, materials, and learning activities.

12. Attempt to view behavior problems objectively, trying to develop a clinical approach to them.

13. Maintain objectively in dealing with pupils who have special needs and problems, yet be sensitive to their personal problems and endeavor to maintain rapport.

14. Develop motivational techniques giving attention to the interests and needs of his pupils, drawing upon their experiences and life situations important to them.

15. Endeavor to develop a comfortable and effective teaching style which conforms to his own characteristics.

16. Be more concerned with what is being achieved with the pupils than with the impressions he is making with the cooperating teacher or the University Supervisor.

17. Demonstrate responsibility with respect to the attainment of curriculum goals.

18. Prepare ~~his~~ lesson plans in terms of behavioral objectives and be able to evaluate success of same.

19. Consult with the cooperating teacher on all activities and lessons which have not been previously agreed upon.

20. Develop lesson plans which are realistic in terms of his own competencies and those of the pupils in his class.

21. To develop an approach and responses to the pupils which, respects, and also does not undermine, the authority of the cooperating teacher.

22. Become familiar with the pupil personnel records on each child in his class while trying to avoid formulating prejudical ideas which might limit expectations for his performance and achievement.

23. Respect the confidentiality of pupil personnel records.

24. Discuss the pupils problems or successes with the cooperating teacher in private, not in the presence of the pupil.

25. Be aware of the sources of contributions to pupil personnel records and be willing to contribute to same through the use of anecdotal records, directed observation, or whatever form is prescribed.

26. Attempt to communicate to pupils what is expected of them in positive rather than negative terms.

27. Be willing to communicate an awareness of his own weakness or difficulties with the student teaching experience with the aim of growth throughout the experience.

28. Endeavor to formulate his own convictions, and ideas regarding effective teaching even when they are in conflict with those held and demonstrated by the cooperating teacher.

29. Give immediate notices of expected absences, or as far in advance as will enable the cooperating teacher to effectively arrange to fill in and contimue.

Appendix H

THE UNIVERSITY OF CONNECTICUT
School of Education

Cooperating Teacher Project - Sp. Ed.

EXPECTATIONS FOR UNIVERSITY SUPERVISORS

1. To be objective in observing the student teacher situation.

2. Hold conferences with the student teachers concerning their teaching experiences and record the major points of the discussion.

3. Maintain a written record of the student teaching observations with the emphasis on classroom methodologies and management techniques.

4. Discuss with the student teachers and the cooperating teachers prior to the teaching experience the criteria that will be used in evaluating the student teachers performance in the classroom.

5. Hold conferences with the cooperating teacher pertaining to the student teachers' classroom procedures and experiences.

6. Grade the student teacher based on his/her observations and the recommendations of the cooperating teacher.

7. Demonstrate a variety of teaching and learning techniques in the classroom.

8. Meet on a regular basis with small groups of student teachers in order to discuss problems, share ideas and experiences, or discuss materials and procedures which may prove helpful to the student teacher.

9. Discuss with the cooperating teacher what is expected from the student teacher in terms of the student teacher's obligation to the cooperating teacher and the school district.

10. Plan-in-service activities for the supervising teachers, principals and university personnel associated with the off-campus program as they relate to the student teaching experience.

11. Serve as a resource person to the cooperating teacher, student teacher, and the principal.

12. Help the cooperating teacher and other members of the supervisory team improve their understanding and performance in the supervision of the student teachers' educational program.

13. Systematically report the evaluations of the student teachers' experiences to appropriate college faculty members in order to indicate desirable changes needed in the teacher education curriculum, organization policy staff. (Participate in planning the teacher education program.)

14. Acquaint the cooperating teachers and other necessary school personnel with the philosophy, objectives, organization, and content of the teacher education program.

15. Be familiar with the philosophy, objectives, organization, and content of the cooperating school's program.

Appendix I.a

The University Of Connecticut

PRELIMINARY EXPECTATIONS FOR COOPERATING TEACHERS, STUDENT TEACHERS AND UNIVERSITY SUPERVISORS

Role Behaviors

I. Cooperating Teacher:

A. In Relation to the Student Teacher

1. Introduce the student teacher to the overall school program.

2. Develop a classroom procedure whereby the student teacher can gradually gain experience in total classroom management.

3. Assist the student teacher in problem areas such as discipline, lesson selection and planning, providing for individual needs, etc.

4. Arrange scheduled meetings between:
    - a. Student teacher and cooperating teacher.
    - b. Student teacher, cooperating teacher and University Supervisor.
    - c. Student teacher and school administrator.

5. Provide information in the following areas:
    - a. School policies concerning discipline, medications, etc.
    - b. Available materials and resources; and procedures for securing them.

6. Evaluations:
    - a. Discuss with the student teacher, prior to the lesson presentation, the particular skills which will be evaluated.
    - b. Discuss with the student teacher the type, techniques, and/or instruments which will be used in evaluating his/her lesson.
      Example: Will use tape recorder with conference session. Will use Flanders Interaction Analysis on a 3 or 4 minute segment of lesson.
    - c. Provide a mutually agreeable time for discussing the evaluation.
    - d. Use the conference period to discuss areas which had been evaluated or observed, suggested techniques for improvement and plans for the next evaluation session.

B. In Relation to the University

1. Provide the University with the following vital information:
    - a. School calendar
    - b. Classroom schedule
    - c. Grade level and number of students in class
    - d. Change of calendar and schedule when such occurs

2. Provide the university supervisor with the description of evaluative techniques to be used with the student teacher. Example: Flanders Interaction Analysis; Observation and Discussion; Use of University Observation Forms; Use of Tape Recorder.

II. Student Teacher

A. In Relation to the Host School

1. Read the school handbook to become familiar with the overall school program and school policies concerning:
   - a. Discipline
   - b. Emergency procedures (fire, sickness, etc.)
   - c. Student medications
   - d. Confidential files

   Note: When such handbook is not available, obtain the information from your host teacher.

2. Make a list of available Audio-Visual materials and equipment. Inquire of the host teacher the procedure for securing such materials.

3. Attend professional meetings within the school. (This is determined by school policy and your university schedule).

B. In Relation to the Cooperating Teacher

1. Discuss with your cooperating teacher the policies and procedures of the classroom.

2. Realizing that the cooperating teacher is there to be of assistance throughout the student teaching experience, discuss with him/her your ideas and plans for lessons and ask for assistance and suggestions when needed.

3. Discuss planned activities with the cooperating teacher before and after presentation.

4. Phone your cooperating teacher when you will be absent or tardy.

C. In Relation to the Teaching Situation

1. Read cumulative files. Utilize the information when developing behavioral objectives. Refrain from discussing the confidential aspects of the reports with other persons.

2. Select subject matter and prepare lessons according to the needs of each student.

3. Prepare and write lesson plans in behavioral terms. Use Audio-visual equipment and materials appropriate to the level of your students.

4. Use a method or technique(s) for evaluating student growth.

5. Use a self-evaluating technique to review your own performance during the lesson.

D. In Relation to the University

1. Provide the university supervisor with a written classroom schedule.

2. Inform the university supervisor of any change in schedules.

3. On days of scheduled observations, phone the university supervisor when you will be absent or tardy.

4. Arrange for conferences, outside of the scheduled ones, whenever necessary.

III. University Role:

A. Preparation of Student teachers for Classroom Experience.

1. Require volunteer work with mentally retarded children/adults prior to student teaching experience.

2. Provide one semester of junior participation in classrooms.

3. Provide training in group and individual teaching techniques and strategies.

B. Preparation of Cooperating Teacher for Student Teachers

1. Formalize, in behavioral terms, the role of the cooperating teacher in the following areas:
    a. observation
    b. evaluation of student teacher
    c. conferring with student teacher

2. Provide seminar(s) for the purpose of instructing cooperating teachers in the areas mentioned under B 1.

C. Establishing Channels of Communication.

1. Conduct at least two seminars for the purpose of discussing expectations, roles and goals from the point of view of the University Supervisor, Cooperating Teacher and Student Teacher.

2. When possible, make assignments according to desired grade level of student teacher and the requests of the cooperating teacher.

3. Provide a social hour for the purpose of introductions and making acquaintances with cooperating teachers and student teachers.

D. Evaluation of Student Teachers

1. Arrange 3-way conference between Cooperating Teacher, Student Teacher, and University Supervisor at least twice per semester for the purpose of discussing student teachers use of teaching skills and techniques, and reviewing evaluations of observed lessons.

2. Provide a grading system which reflects the evaluation of the University Supervisor, the Cooperating Teacher and the Student Teacher.

3. The passing or failing of a student teacher will be the primary responsibility of the University taking into consideration the observations and evaluations of the Cooperating Teacher and Student Teacher.

E. Informing School Administrators

1. Familiarize school administrators with the university requirements, goals and expectations for the student teaching experience by distributing the student teaching handbook.

2. Provide the school administrators with information concerning the role of the cooperating teacher in the teacher training program.

IV. Administrators

A. In Relation to the University:

B. In Relation to the Cooperating Teacher:

C. In Relation to the Student Teacher:

1. Schedule an initial conference with the student teacher to explain general school policies and operations.

2. Observe the student teacher during the presentation of a lesson.

3. Follow observation with a conference.

Appendix I.b

University of Connecticut
Special Education
Cooperating Teacher Training Project

Cooperating Teacher Role - Evaluation Check List

A. In Relation to the Student Teacher Approach used in Fulfilling Expectation

	Yes	No	
1.			
2.			
3.			
4. a. b. c.			
5. a. b.			
6. a. b. c. d.			

B. In Relation to the University

	Yes	No	
1. a. b. c. d.			
2.			

APPENDIX J

University of Connecticut
Special Education
Cooperating Teacher Training Project

University Role - Evaluation Check List

A. Preparation of Student Teachers for Classroom Experience

Yes No Approach Used

1.

2.

3.

B. Preparation of Cooperating Teacher for Student Teachers

1. a.

b.

c.

2.

C. Establishing Channels of Communication

1.

2.

3.

D. Evaluation of Student Teachers

1.

2.

3.

E. Informing School Administrators

1.

2.

Appendix X

THE UNIVERSITY OF CONNECTICUT

School of Education
Division of Special Education

BEHAVIORAL OBJECTIVES

This assessment sheet contains 15 statements written in behavioral terms — some of the statements, however, are not complete in terms of being instructional (or behavioral) objectives. Instructional objectives are statements that contain the following components: (1) a statement concerned with the observed learner behavior; (2) the conditions under which the task will be performed; and (3) the acceptable level of performance that the learner must satisfy.

Your task will be to carefully read each statement and decide whether or not that statement fulfills the three requirements of a behavioral objective.

If the given statement satisfies the requirement of an observed learner behavior, circle "A". If the conditions are made explicit, circle "B". If the acceptable level of performance is stated, circle "C".

With statements in which there is a missing component (s) please write a phrase which will make for a complete behavioral objective, using the space provided below each statement.

Bear in mind that the following statements may have more than one component missing.

THE UNIVERSITY OF CONNECTICUT

School of Education
Division of Special Education

BEHAVIORAL OBJECTIVES

For each statement, consider the following: A - observed behavior
B - condition (s)
C - performance level

1. Each student will correctly point to every state in the union.

A B C ____

2. On a standard Fahrenheit thermometer, each child will orally identify the correct temperature (to the nearest whole degree) when given a verbal direction by the teacher.

A B C ____

3. Given a list of ten Roman Numerals, each student will write, next to each Roman Numeral an equivalent in Arabic Numerals.

A B C ____

4. Shown a list of 20 two-syllable words, the student will know on which syllable the accent mark should be placed. A minimum of 15 correct answers will be considered acceptable performance.

A B C ____

5. Given a list of whole numbers, the student will be aware of which numbers are odd and which are even. 100% proficiency is expected.

A B C ____

6. The learner will underline correctly 15 out of 20 state capitols from a worksheet listing 40 American cities.

A B C ____

7. Given a number line with points from 0 - 10, the student will know the numeral that is "one more than" and "one less than" a given numeral specified by the teacher. Performance levels of 90% and above are acceptable.

A B C ____

8. Given a list of 25 singular nouns, the student will write, next to each noun, its plural form. The acceptable level of proficiency shall be reached when 22 answers are correct.

A B C ____

9. The teacher will explain the reasons for 5 traffic laws from the state drivers manual.

A B C ____

10. The student will write the number word for a numeral.

A B C ____

11. Each child will cut out a lot of animal pictures from the class magazines.

A B C ____

12. Shown flashcards displaying shapes, the child will orally respond with the correct name of the shape a good portion of the time.

A B C ____

13. With a cardboard "desk clock" the child will respond orally with the correct time, to the nearest minute when asked by the teacher. 90% will be the acceptable criterion for success.

A B C ____

14. Given a random list of words which contain the same first letter, the student will rewrite the words in alphabetical order.

A B C ____

15. Each child will underline some words beginning with the same consonant.

A B C ____

Appendix L

IDENTIFYING AND PRODUCING BEHAVIORAL OBJECTIVES

A SELF-INSTRUCTIONAL MODULE

GLENN G. AFFLECK
JAMES D. STRAUCH

THE UNIVERSITY OF CONNECTICUT
SCHOOL OF EDUCATION
DIVISION OF SPECIAL EDUCATION

STORRS, CONNECTICUT

1973

PREFACE

This self-instructional module is intended for classroom teachers who want to know more about behavioral or instructional objectives. It is an introduction, and persons reading and completing the exercises in the module should be able to correctly identify and write behavioral objectives.

The content is not the first, last or totally original word concerning behavioral objectives. Particular references that should be accessible to teachers are listed on the last page. Current philosophical and/or theoretical arguments concerning behavioral objectives are not attended to in this paper. Teachers interested in these issues should consult the Popham, et. al. reference listed on the last page.

The original version of this module was prepared and utilized in a training program for cooperating or supervising teachers. It has also been utilized by undergraduate and graduate students in education with encouraging results.

We hope that persons using this booklet will tailor it to their particular needs. Writing behavioral objectives is the expected competency to be gained from using the module; using them in instruction is the ultimate goal!

This booklet was prepared pursuant with a grant from the Bureau of Education for the Handicapped, United States Office of Education, "A Training Model for Cooperating Teachers in Special Education," OEG-0-71-4138. James D. Strauch, Project Director, University of Connecticut.

INTRODUCTION

The pressure for accountability in public education has never been greater than it is today. It is almost certain that in the near future, you as a teacher will be required to demonstrate, and be held accountable for, the degree of learning acquired by your students. This incipient development is, moreover, taking place during a time when the individualization of instruction is commanding greater and greater attention. Both of these practices will demand that you be competent in (1) determining the present level of skill acquisition which each of your students has reached; (2) determining what and when learning is occuring in your class; and finally (3) planning future learning activities based upon the competencies of your students.

If you are to succeed in meeting these demands, it follows that several kinds of activities are necessary on your part. (1) You must first decide upon the objectives you intend to reach at the end of your program or unit of instruction. (2) You must then select the procedures, content, and methods that are relevant to these objectives, causing the student to interact with appropriate subject matter in accordance with the principles of learning. (3) You then must be able to measure or evaluate the student's performance according to the objectives originally selected.

The identification and production of these instructional or behavioral objectives is the theme of this module. Behavioral objectives can be used by you to design, and evaluate the effects of your instruction. Further, they can be used to communicate the goals of teaching units to such interested persons as (1) students planning to complete the unit, (2) student teachers under your supervision, (3) teachers who teach preceding and following units, and (4) persons responsible for planning and evaluating curriculum.

IF YOU ARE INTERESTED IN PREPARING INSTRUCTION THAT WILL HELP YOU REACH YOUR OBJECTIVES, YOU MUST FIRST BE SURE YOUR OBJECTIVES ARE CLEARLY AND UNEQUIVOCALLY STATED. YOU CANNOT CONCERN YOURSELF WITH THE PROBLEM OF SELECTING THE MOST EFFICIENT ROUTE TO YOUR DESTINATION UNTIL YOU KNOW WHAT YOUR DESTINATION IS.

* * * * * * *

In this module we are following a somewhat standard definition of well-written behavioral objectives. (See "References" for other approaches and related issues.) The specifics of the standard definition are as follows:

(1) A behavioral objective is stated in terms of OBSERVABLE PUPIL BEHAVIOR.

(2) A behavioral objective outlines the CONDITIONS under which pupil behavior will be evaluated.

(3) A behavioral objective identifies the LEVEL OF PERFORMANCE which indicates that an objective will have been met. ("Level of Performance" may be used interchangeably with the term "CRITERION.")

* * * * * * *

Specifically, the objectives of this module are such that if they are achieved you will be able to perform the following tasks:

(1) Given one or more instructional objectives you will be able to select those stated in behavioral terms.

(2) Given one or more instructional objectives you will be able to select those which identify the standards for acceptable performance.

(3) Given one or more instructional objectives you will be able to select those which specify the conditions under which criterion performance is to be achieved.

(4) You will be able to produce one or more well written behavioral objectives.

WHY "TO KNOW HOW TO WRITE OBJECTIVES" HAS NOT BEEN LISTED AS ONE OF THE OBJECTIVES HERE SHOULD BECOME CLEAR BY THE TIME YOU HAVE COMPLETED THE MODULE.

THIS MODULE IS NOT CONCERNED WITH WHICH OBJECTIVES ARE DESIRABLE OR APPROPRIATE. IT CONCERNS ITSELF WITH THE FORM OF A USEFULLY STATED OBJECTIVE RATHER THAN WITH ITS SELECTION. THE PURPOSE HERE IS LIMITED TO HELPING YOU SPECIFY AND COMMUNICATE THOSE EDUCATIONAL INTENTS YOU HAVE SELECTED.

* * * * * * *

End of Introduction . . . . Please proceed with TASK 1.1 on the following page.

OBJECTIVE #1

"Given one or more instructional objectives, you will be able to select those stated in behavioral terms."

TASK 1.1

Consider the following statements of objectives and decide whether or not each objective identifies OBSERVABLE PUPIL BEHAVIOR. (You must answer all correctly to reach the criterion for this task.)

		YES	NO
A.	The student will be able to understand the concept of budgeting money.	____	____
B.	The student will orally state his name, address, and telephone number.	____	____
C.	The student will recognize that proper health habits affect one's appearance.	____	____
D.	The student will circle correct answers to multiplication problems.	____	____
E.	The student will know the names of the New England states.	____	____
F.	The student will recite all the letters of the alphabet.	____	____
G.	The student will list the names of the other students in his class.	____	____
H.	The student will be aware of the plural forms of singular nouns.	____	____
I.	The teacher will write on the blackboard several words in which a capital letter is required.	____	____
J.	The student will really understand how to read a Fahrenheit thermometer.	____	____

* * * * * * *

End of Task 1.1 . . . . Please turn to the next page for the correct answers to this task. If all your answers are correct, criterion will have been reached and you may continue directly to the page entitled "OBJECTIVE #2." If not, please turn to the page which is entitled "ENABLING ACTIVITY #1".

CORRECT ANSWERS TO TASK 1.1

	YES	NO
A.		X
B.	X	
C.		X
D.	X	
E.		X
F.	X	
G.	X	
H.		X
I.		X
J.		X

ENABLING ACTIVITY #1

If you will recall, a statement of an objective describes a desired and observable behavior in the learner. So, if you said that objective "I" in TASK 1.1 was appropriate, please remember that a statement which focuses on teacher behavior is inadequate. If the word "pupil" was substituted for the word "teacher", then you would have an objective which meets the requirement of observed pupil behavior.

What you are searching for is that group of words or symbols which will communicate your intent exactly as YOU understand it or want it to be understood. The best objective is one that excludes the greatest number of possible alternatives to your goal.

Unfortunately there are many "loaded" words, words open to a wide range of interpretation. To the extent that you use only such words, you leave yourself open to misinterpretation.

Consider the following examples of words in this light:

WORDS OPEN TO MANY INTERPRETATIONS	WORDS OPEN TO FEWER INTERPRETATIONS*
to know	to write
to understand	to recite
to really understand	to identify
to appreciate	to differentiate
to be aware of	to solve
to grasp the significance of	to construct
to enjoy	to list
to believe	to compare
to have faith in	to contrast
to recognize	to state

From: Mager, R. F., Page 11, (See references)

*A sample list of illustrative verbs which help in isolating specific learner behaviors may be found in Appendix A.

What do you mean when you say you want a student to "know", "understand", "appreciate", or "be aware of" something? Do you mean that you want him to be able to recite? or identify? or to solve?

For example, consider the following statement of an objective:

> "The student will develop an understanding of the components of a complete sentence."

Although this might be an important objective to reach, the statement doesn't tell what the learner will be doing when he is demonstrating that he has reached the objective. Certainly the term does not tell the learner how to organize his own efforts in order to reach the objective.

Here are examples of more appropriately stated objectives which isolate the behavior:

> "The student will identify, by name, the components of a complete sentence."
>
> or
>
> "The student will circle those sentences which are complete from a list of 20 complete and incomplete sentences."

Which words tell what the learner will be doing when demonstrating his achievement of the objective? The words "identify by name" and "circle" communicate the kind of response that will be expected of him when his mastery of the objective is tested.

The way to write an objective that meets the first requirement, then, is to write a statement describing one of your educational intents and then modify it until it answers the following question:

> WHAT IS THE LEARNER DOING WHEN HE IS DEMONSTRATING THAT HE HAS REACHED THE OBJECTIVE?

* * * * * * *

End of Enabling Activity #1. . . . Please turn the page and complete TASK 1.2.

TASK 1.2

Consider the following statements of objectives and decide whether or not each objective identifies OBSERVABLE PUPIL BEHAVIOR. (You must answer all correctly to reach criterion for this task.)

Do the following objectives identify OBSERVABLE PUPIL BEHAVIOR?

	YES	NO
A. The teacher will lecture on the reasons for highway traffic laws.	____	____
B. The student will compose and write a letter asking for a job interview.	____	____
C. The student will write the numerals from one to ten, inclusive.	____	____
D. The student will be aware of simple addition facts.	____	____

* * * * * * *

End of Task 1.2 . . . . The correct answers may be found on the following page. If all your answers are correct, turn to the page entitled "OBJECTIVE #2" and complete task 2.1. If any of your answers were wrong, please re-read Enabling Objective #1 before proceeding to "OBJECTIVE #2".

CORRECT ANSWERS TO TASK 1.2

	YES	NO
A.		X
B.	X	
C.	X	
D.		X

OBJECTIVE #2

"Given one or more instructional objectives you will be able to select those which identify the standards for acceptable performance."

TASK 2.1

Consider the following objectives and decide whether or not the objective identifies the criterion for acceptable pupil performance. You must answer all correctly to reach criterion for this task.

	YES	NO
A. The student will count correctly from 1 - 20 within 20 seconds.	____	____
B. The student will alphabetize a random list of words with 100% accuracy.	____	____
C. The student will identify some parts of a green plant.	____	____
D. The student will correctly solve a significant number of addition problems within a period of thirty minutes.	____	____
E. The student will be able to (orally) spell correctly at least 80% of the words called out to him by the teacher.	____	____
F. The student will state the names of the three branches of the Federal government, with no errors.	____	____
G. The student will name several bones in the body.	____	____
H. Each student will match some number words with numerals.	____	____
I. Each student will reduce a list of fractions to lowest terms.	____	____
J. Each student will identify correctly five complete sentences from a list containing five complete and five incomplete sentences.	____	____

* * * * * * *

End of Task 2.1 . . . . Please turn to the next page for the correct answers. If you reached criterion (all correct) you may continue directly to page entitled "OBJECTIVE #3". If you did not reach criterion, turn to the page which is entitled "ENABLING ACTIVITY #2."

CORRECT ANSWERS TO TASK 2.1

	YES	NO
A.	X	
B.	X	
C.		X
D.		X
E.	X	
F.	X	
G.		X
H.		X
I.		X
J.	X	

ENABLING ACTIVITY #2

Please read the following:

Even if you are able to describe what it is that you want the pupil to do, you can increase the ability of an objective to communicate by telling the learner and yourself HOW WELL you want him to be able to do it.

Indicate the statement that best describes your attitude at this time and follow the directions beneath the one you've chosen.

1. "I'd like to know what you mean by describing standards of performance." Skip to the next page and continue reading.
2. "Many of the things I teach are intangible and cannot be evaluated."

TURN TO THE NEXT PAGE

Well, maybe . . . . but if you are teaching skills that cannot be evaluated, you are in the awkward position of being unable to demonstrate that you are teaching anything at all.

Although it is true, in general, that the more "important" an objective is, the more difficult it is to state, you might go a long way toward stating objectives a good deal better than you are doing now.

So let's see how far one can go. . . .

Please turn to the following page

Let's look at some of the ways in which minimum acceptable performance can be specified in statements of objectives.

Probably the most obvious way to indicate a lower limit of acceptable performance is to specify a TIME LIMIT (where one is appropriate). This is often done informally when the student is told how much time he will be allowed to complete an exam.

Specifying TIME LIMITS may not be appropriate for many instructional objectives however. Various other types of criteria may be used to determine MASTERY of given objectives. Below are some examples of different types of performance standards:

A. MINIMUM NUMBER

". . . . must list four steps correctly. . . ."
". . . . write all ten words presented accurately. . . ."
". . . . point to all states correctly. . . ."

B. PERCENT OR PROPORTION

". . . . spell accurately 90% of the 10 words presented. . ."
". . . . list two-thirds of the verbs appearing in a 200 word passage. . . ."

C. LIMITATION OF DEPARTURE FROM FIXED STANDARD

". . . . to the nearest degree. . . ."
". . . . must be correct to the nearest whole percent. . ."
". . . . must be within 1/8 of. . . ."

You should avoid the use of words such as:

"several"
"a significant number of"
"many"
"a lot of"
"some"
"a good portion of"

and similar vague terms in specifying criterion for acceptable performance. These terms do not communicate adequately the level of mastery which you might have in mind.

* * * * * * *

End of Enabling Activity #2. . . Please turn the page and complete task 2.2.

TASK 2.2

Do the following statements of objectives adequately communicate the performance level necessary to reach criterion?

(100% correct answers is criterion for this task.)

	YES	NO
A. Given a list of ten numerals, the student will write, next to each, its number word. 90% of the answers must be correct.	____	____
B. Given a list of whole numbers, the student will circle numbers which are "even".	____	____
C. On a cardboard desk clock the student will correctly identify the time set by the teacher within the nearest minute.	____	____
D. Each child will underline a good portion of words with more than one syllable from a list of 25 words.	____	____

* * * * * * *

End of Task 2.2. . . . The correct answers may be found on the following page. If you reached criterion, proceed to the page entitled "OBJECTIVE #3". If you did not reach criterion for this task, please re-read "ENABLING ACTIVITY #2" and then proceed to "OBJECTIVE #3".

CORRECT ANSWERS TO TASK 2.2

	YES	NO
A.	X	
B.		X
C.	X	
D.		X

OBJECTIVE #3

> "Given one or more instructional objectives, you will be able to select those which adequately specify the conditions under which criterion is to be met."

TASK 3.1

Consider each of the following objectives. Then ask yourself if it adequately specifies the conditions under which the pupil will be expected to meet the objective. If all of your answers match the key, you will have reached criterion.

		YES	NO
A.	Given a list of 25 three-syllable words, the student will mark in the accent mark for each word. Proficiency level will be reached when 23 are correctly accented.	______	______
B.	The student will compare sizes by pointing to the longest and shortest.	______	______
C.	Given a 12" ruler marked with fractions of inches, and an object to be measured, the student will be able to measure each object correctly to the nearest inch.	______	______
D.	The student will orally identify the name of a coin correctly.	______	______
E.	The student will correctly identify which object is heavier and which is lighter.	______	______
F.	The student will accurately state the time, to the nearest quarter-hour, as it is represented to him on a cardboard desk clock.	______	______
G.	The student will state the time to the nearest minute.	______	______
H.	Given a random list of words whose first two letters are the same, the student will rewrite them in correct alphabetical order.	______	______
I.	Given a list of random words which contain five sets of homonyms, the student will accurately identify the sets of homonyms by drawing lines connecting the two words which constitute the pair.	______	______
J.	Given any daily newspaper, the student will correctly identify all of its sections in writing.	______	______

* * * * * * * * * * *

End of Task 3.1 . . . . Correct answers may be found on the next page. If you reached criterion (all correct), turn directly to page entitled "OBJECTIVE #4". If you did not meet criterion, read "ENABLING ACTIVITY #3".

CORRECT ANSWERS TO TASK 3.1

	YES	NO
A.	X	
B.		X
C.	X	
D.		X
E.		X
F.	X	
G.		X
H.	X	
I.	X	
J.	X	

ENABLING ACTIVITY #3

PLEASE READ THE FOLLOWING:

To this point you have learned to recognize objectives which (1) refer to OBSERVABLE STUDENT BEHAVIOR and (2) identify the STANDARD OF PERFORMANCE which is expected of the student.

But simply specifying the behavior and the standard of performance may not be enough to prevent you from being misunderstood. For example, an objective such as "to be able to run the 100-yard dash in less than 14 seconds," is probably stated in enough detail to prevent serious misunderstanding. But a statement such as "to be able to identify the correct time within the nearest minute," is another matter. Though this objective identifies a terminal act and a standard of performance, there are some serious shortcomings to it. There are several ways in which the learner or other interested person can misinterpret its intent.

What procedure shall the child follow to demonstrate his mastery of this objective? Shall he be asked to read the time on the classroom clock? Or, shall he be asked to set the hands of a cardboard clock in accordance with a specific time given by the teacher? Or, then again, shall he be asked to write the correct time beneath pictorial representations of clock times on a ditto sheet?

The answer to these questions may make an important difference in the lesson's content and emphasis with respect to breaking down a particular skill into component learning and performance tasks.

So to state an objective that will successfully communicate your educational intent, you will sometimes have to define your objective further by stating the CONDITIONS you will impose upon the learner when he is demonstrating his mastery of the objective.

Here are some examples:

"Given a list of. . . ."

"Given a standard balance scale and two objects of unequal weight. . . ."

"Given a pair of objects of unequal length and a 12" ruler. . . ."

"Given a cardboard desk clock. . . ."

". . . . from a list of 25 random one-syllable words."

"Shown pictures of coins. . . ."

How detailed should you be in your definition of the conditions under which the student will demonstrate mastery?

You should provide enough detail to be sure that the intent of your objective would be recognized by another competent person, and detailed enough so that other possible behaviors would not be mistaken for the behavior you had in mind!

Here are some questions you can ask yourself about your objectives as a guide to identifying important aspects of the skills you wish to develop:

1. What will the learner be provided? or denied?
2. What is the test you will use to determine mastery of the objective?
3. Are there any skills that you are specifically not trying to develop at this time? Does the objective exclude such skills?

For example, instead of simply specifying:

"The student will correctly identify the names of coins."

We could improve the ability of the statement to communicate by wording it something like this:

"The child will orally respond with the correct name of a coin when a picture of the coin is presented to him by the teacher."

In fact, the conditions which you choose will directly influence your selection of the student behavior which you wish to specify in each objective. For example, if you give the child a ditto sheet with pictures of coins, you may want him to write beneath each coin its correct name. Or, if you present the child with some real coins, you may want him to point to the coin which you name.

Here is one method for testing the clarity with which an objective describes adequately the CONDITIONS under which pupil behavior is to be evaluated:

Given an objective and a set of test items or situations, ACCEPT or REJECT each test item on the basis of whether the objective includes the behavior sought. If you must accept many varieties of test items as appropriate, the objective needs to be more specific.

If on the other hand, the objective allows you to accept only those items you intend to use and allows you to reject those items you do not consider relevant or appropriate, the objective is stated clearly enough to be useful.

To illustrate this procedure, the following is an objective and some test items.

Pick out the test item that is appropriate to the objective — which must be considered "fair" because it represents the intent described by the objective.

Here's the objective:

> "Each child will be able to orally identify the correct time on the classroom clock within the nearest minute when asked to do so by the teacher."

Now, which of the following test situations would be appropriate to the objective?

A. "John, please tell me what time it is by the clock on the wall, to the nearest minute?"

B. "Please write down the correct time I have set on this clock in my hands."

Clearly, the appropriate test item is item "A". This item conforms to the intent of the stated objective. The well-stated objective above excludes the activity described in item "B".

* * * * * * *

End of ENABLING ACTIVITY #3. . . . Turn the page and complete task 3.2.

To see if this material has been understood, please determine whether or not each of the following statements of objectives adequately specifies the CONDITIONS under which the student will be evaluated. (If you answer all correctly, you have reached criterion for this task.)

TASK 3.2

	YES	NO
A. Given a list of twenty assorted statements, the student will correctly underline the ten which contribute to safety in a swimming pool.	____	____
B. Each child will underline ten words beginning with the consonant "D".	____	____
C. Each child will cut out ten pictures of animals.	____	____
D. Each student will correctly point to the state in which he lives.	____	____
E. Given a list of ten number words, the student will write next to each number word its correct numeral representation.	____	____

* * * * * * *

End of Task 3.2. . . . Check your answers with the correct responses on the next page. If you reached criterion, go on to page entitled "OBJECTIVE #4". If you did not, please re-read "ENABLING ACTIVITY #3" before turning to this page.

CORRECT ANSWERS TO TASK 3.2

	YES	NO
A.	X	
B.		X
C.		X
D.		X
E.	X	

OBJECTIVE #4

"You will be able to produce one or more well-written behavioral objectives."

Lets summarize briefly the important aspects of behavioral objectives.

1. A behavioral objective is a collection of words or symbols describing one of your educational intents.
2. An objective will communicate your intent to the degree that you have described what the learner will be DOING when demonstrating his achievement and how you will know when he is doing it.
3. To produce a good behavioral objective:
   - A. Identify the behavior the student will exhibit.
   - B. Define the important conditions under which the behavior is to occur.
   - C. Define the criterion of acceptable performance.

Please read and complete tasks 4.1 and 4.2. After you have finished these tasks, the staff will review your output and provide feedback if you desire.

APPENDIX A

Sample verbs which identify observable student behavior.

Choose
Describe
Identify
List
Match
Order
Pick
Place
Point
Select
Separate
Abbreviate
Accent
Alphabetize
Capitalize
Print
Pronounce
Punctuate
Read
Recite
Say
Speak
Spell
State
Syllabify
Write

Arrange
Circle
Copy
Label
Locate
Mark
Underline
Assemble
Construct
Cut
Draw
Fold
Add
Divide
Substract
Multiply
Weigh
Button
Comb
Fasten
Lace
Zip
Tie

REFERENCES

1. Bateman, B. D. *The essentials of teaching*. (Chapter II). San Rafael, California: Dimensions Publishing Co., 1971.

2. Kibler, R., Barker, L., and Miles, D., *Behavioral objectives and instruction*. Boston: Allyn and Bacon, Inc., Boston, 1972.

3. Mager, R. F., *Preparing instructional objectives*. Palo Alto: Fearon Publishers, 1962.

1.4 Popham, W. J., Eisner, E. W., Sullivan, H. S. and Tyler, L. L., *Instructional Objectives*: AERA Monograph Series on Curriculum Evaluation #3, Chicago: Rand McNally and Co., 1969.

1.5 Special Education Curriculum Development Center. *Instructional objectives; developing teaching strategies for the mentally retarded*. Cedar Rapids, Iowa: 1970.

* TASK 4.1

In order to demonstrate your mastery of this final objective, the following is an exercise in writing objectives. This will be done in steps, and you should write your development of the objective in the space provided. A sample instructional objective will be developed along the steps that should be followed to focus your thoughts. Please follow the example and generate your sample objective in the lined areas.

1. Select teaching area.
   (Example: Mathematics)
   Select your area: ______________________________
2. Define a sub-area.
   (Example: Recognition and writing of arabic numerals)
   Select your area ______________________________
3. Specify the student behavior that will define learner activity.
   ____
   ____
4. Next, specify the conditions under which student behavior will be evaluated.
   (Example: Given a blank sheet of paper. . . .)
   Select your conditions: ______________________________
   ____
5. Finally, identify the level of performance you define as acceptable.
   (Example: All numerals must be legibly and correctly written and be in correct sequence.)
   Select your standards: ______________________________
   ____
6. Now, put all the parts together and write the complete behavioral objective.
   (Example: Given a blank sheet of paper, the student will write the numerals from 1 - 25 inclusinve. All numerals must be legibly and correctly written and be in correct sequence.)
   Write your finished product: ______________________________
   ____
   ____
   ____

* * * * * * *

End of Task 4.1. . . .Staff will review your output to see if you met criterion of producing a well-written behavioral objective. . . .Turn the page and complete Task 4.2.

* TASK 4.2

Here, you are asked to produce 3 behavioral objectives using the lines provided. This is the same format provided you in Task 4.1.

1. Area: ______________________________
Behavior: ______________________________
Conditions: ______________________________
Performance level: ______________________________
____

Final Product: ______________________________
____

* * * * * * *

2. Area: ______________________________
Sub-area: ______________________________
Behavior: ______________________________
Conditions: ______________________________
Performance level: ______________________________
____

Final Product: ______________________________
____

* * * * * * *

3. Area: ______________________________
Sub-area: ______________________________
Behavior: ______________________________
Conditions: ______________________________
Performance level: ______________________________
____

Final Product: ______________________________
____

* * * * * * *

End of Task 4.2. . . .

* Approaches in Tasks 4.1 and 4.2 were adopted from Special Education Curriculum Development Center., Iowa. See References

To determine mastery of this final objective, please return your output on tasks 4.1 and 4.2 to the project staff.

It will be returned to you with comments on the correctness of your objectives and/or suggestions. Please turn to the next page.

THANK YOU FOR YOUR COOPERATION!

Please enclose these 3 pages and mail to:

Dr. James D. Strauch
School of Education, U-64
Department of Educational Psychology
University of Connecticut
Storrs, Connecticut 06268

Your name ______________________________________

Address ____

____

Position _______________________________________

Grade(s) taught ________________________________

Appendix M

UNIVERSITY OF CONNECTICUT

Instructional Behaviors
Observation Sheet

	TEACHING CRITERIA	FREQUENCY COUNT		EFFECTIVENESS		
			TOTAL	GOOD	FAIR	POOR
	1. Use of Pupil Activities and/or Materials					
TEACHER VARIATION	2A. Teacher Movement					
	2B. Teacher Gesture					
	2C. Teacher Focusing					
	2D. Teacher Humor					
QUESTIONING	3A. Open (Divergent) Questions					
	3B. Closed (Convergent) Questions					
	3C. Probing (requesting, elaboration, clarification)					
REINFORCEMENT	4A. Positive/Verbal Reinforcement					
	4B. Positive/Non-verbal Reinforcement					
	5. Use of Closure					

Coop. T. T. Project

Appendix N

COOPERATING TEACHER PROJECT

Observation and Recording Sheet

	BEHAVIOR	OBSERVED	FREQUENCY	NOTES OR COMMENTS
T1	BEHAVIORAL OBJECT. (conditions, performance criteria, observed behavior)	YES ☐ NO ☐	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
T2	ACTIVITIES SELECT (motor, auditory and visual)	YES ☐ NO ☐	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
T3	PRE-INSTRUCTIONAL ORIENTATION	YES ☐ NO ☐	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
T4	QUESTIONING TECH. (convergent and divergent)	YES ☐ NO ☐	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
T5	REINFORCING BEHAVIOR (verbal and non-verbal motivation)	YES ☐ NO ☐	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
T6	EVALUATION (performance on objectives met)	YES ☐ NO ☐	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	

Appendix O

THE UNIVERSITY OF CONNECTICUT

School of Education
Division of Special Education

Using the Instructional Behaviors Rating Inventory

Introduction

We are attempting to utilize two rating inventories --- one dealing particularly with some instructional skills (Form A) or behaviors (mechanics of teaching), and another focusing on classroom management skills (Form B). We recognize that instructional skills and classroom management go hand-in-hand. We also note that rating or evaluation forms become unmanageable and of minimal value in assisting teachers-in-training because the items are vague and too lengthy. Our hope is to overcome some of these problems through the use of these instruments.

We recommend using the forms singly depending upon the lesson being taught, and the particular strengths and weaknesses of the practicing teacher. For example, if a teacher evidences minimal difficulty in managing the class, more time could be spent in improving those skills listed on Form A. In any case, make certain that the observee receives evaluations from you utilizing both of the forms.

We will be soliciting your comments and suggestions regarding the format, utility, etc. of these "working editions" before the end of the semester.

Regarding Form A - Instructional Behaviors:

This particular inventory includes some prominent instructional skills that are reported to correlate with gains in pupil achievement. Most are skills that can be readily observed by the cooperating teacher, university supervisor, and the practicing teacher, which will give us some common base for evaluation, and improved teacher performance.

Descriptions of the ten behaviors are included in this packet.

Directions: Complete the general information required. For Form A the practicing teacher can complete this section for you.

Concerning the ten main categories, please check whether or not they occurred. If the item is not appropriate for the particular lesson, please note under "observer comments". If you check the "Yes" box, please judge the teacher's effectiveness using the "good", "average", and "poor" categories. We are encouraging both the observer and observee to include written comments whenever appropriate.

It is important to provide students with regular and specific feedback and it is usually helpful in conferences to agree on only one or two areas that the practicing teacher will work on for the next lesson. The complexities to teaching and learning suggest that we do best proceeding step by step.

Cooperating teachers are requested to save the completed inventories which will be gathered midway and at the close of the semester.

Thank you for your help in piloting these inventories.

THE UNIVERSITY OF CONNECTICUT

School of Education
Division of Special Education

Instructional Behaviors Rating Inventory - Form A

Student ____________________ Length of lesson ____________ minutes

Observer ____________________ Number of pupils included ____________

Date ____________________ Covered material - New ____ Review ____ Practice ____

OBSERVER: Please check (✓) and comment where appropriate. Content/Activity ____________

Teaching Criteria	Occurence		Effectiveness			Comments	
	Yes	No	Good	Average	Poor	Observer	Observee
1. Is behavioral objective specified?							
2. Is objective appropriate for interest, present functioning, and chronological age of pupil (s)?							
3. Is pre-instructional set utilized?							
4. Is the lesson sequenced? (Logical, refined steps)							
5. Are pupil activities and/or materials employed?							
6. Is teacher variation utilized?							
A. Teacher movement							
B. Teacher gesture							
C. Teacher focusing							
D. Teacher humor							
7. Are questioning techniques utilized?							
A. Open (Divergent)							
B. Closed (Convergent)							
C. Probing							
8. Are reinforcement skills utilized?							
A. Positive and verbal							
B. Positive and non-verbal							
9. Is closure utilized during and at end of instruction?							
0. Are pupils able to meet performance criterion as stated in objective item I, above?							
A. Number of pupils meeting criterion _____							

Appendix P

THE UNIVERSITY OF CONNECTICUT

School of Education
Division of Special Education

The Use of the Classroom Interactions - Form B, Revised

Introduction

Form B contains a simple tallying procedure which can be used to demonstrate, to both the observer and the student-in-training, the frequency of interactions that occur between a teacher and pupil. When used with small groups or a total class, it should clearly show which pupils receive much of the teacher's attention and those who receive little or who are totally ignored.

One of the essential elements in managing a classroom, small group, or single pupil, is being aware of the variety of interactions that take place. This particular form includes 2 of these behaviors - teacher initiated contact (TIC) and pupil initiated contact (PIC).

If you use this form to observe a small group or the total classroom, the number of behaviors or interactions to be tallied should be limited to two, in most instances. On the other hand, if you are noting teacher/pupil behaviors for only one or two pupils, the number of behaviors being tallied could be increased to three. (If you add behaviors to be tallied, make sure they are clearly observable acts.)

This technique is a means of forming a clear picture for the student teacher of her interactions with the children, which can then lead to discussions of how this material should be interpreted and evaluated, in terms of your particular program and pupils. It does not indicate how many tallies represent a good or bad lesson.

Use Form B in combination with the Instructional Behaviors Rating Inventory (Form A), and encourage the student to use it when observing lessons. As the form becomes more "comfortable" to work with, feel free to modify it for different situations.

Cooperating Teacher Project

THE UNIVERSITY OF CONNECTICUT

Directions

The square on the following page represents a hypothetical classroom, with each numbered block a possible location of a pupil within the room. The observer should circle each number (pupil) that she is observing, according to his position in the classroom. (There should be enough blocks to accurately place children when using seat arrangements other than traditional rows, e.g., heart-shaped tables, open ended settings, etc.)

Teacher Initiated Contact is defined as having the teacher gesture, smile, speak to, touch, and question a particular pupil.

Pupil Initiated Contact is defined as having the pupil gesture, smile, speak to, touch, and question the teacher.

The unlabeled portion of each space is for some behavior you or the student teacher wish to observe, e.g., out-of-seat behavior.

When the behavior that is being observed occurs, place a mark in the appropriate box as either teacher initiated contact or pupil initiated contact. The marks to be used are (+) for positive contact and (-) for negative contact, thereby giving you not only the number of interactions, but also the kind.

The interval selection and length of observation will probably vary, depending on your purpose, but let's assume that the student teacher is presenting a 20 minute lesson. In that case, we recommend that you sample the frequency and kind of interventions by tallying for one or two minutes at three or five minute intervals. Decide, in advance, how long you want the interval to be.

Cooperating Teachers Project

THE UNIVERSITY OF CONNECTICUT

School of Education
Division of Special Education

Classroom Interactions

Student ______________________

Observer ______________________

Date ______________________

Length of observation ______________

Length of intervals ______________

Check here if continuous __________

Number of pupils included __________

Lesson/Activity being observed ________

Covered Material (check one) - new _____

review _____, practice _____

CLASS SPACE

TIC PIC	1	7	13	19	25	31
TIC PIC	2	8	14	20	26	32
TIC PIC	3	9	15	21	27	33
TIC PIC	4	10	16	22	28	34
TIC PIC	5	11	17	23	29	35
TIC PIC	6	12	18	24	30	36

Appendix Q

Form C

THE UNIVERSITY OF CONNECTICUT
School of Education
Division of Special Education

Explanation of Rating Inventory (Form A) Items

INTRODUCTION

Probably many of the ten major items found on the Instructional Behaviors Rating Inventory are self-explanatory. If so, we already have a base of common understanding, if not, please read on.

We are explaining or describing the items as we understand them which should at least move us to a common base for discussing student teacher evaluations. Having an inventory that satisfies everyone is like finding an income tax form which everyone agrees is great. There are no such things!

The items should serve as a training device for student teachers, by having them keep in mind some important features of planning instruction and the actual act of teaching. The items and following descriptions should also assist the co-operating teacher, and all concerned, with making judgments that tend to be more objective and accurate. Our individual biases and subjectiveness will also be included in the evaluations we make and hopefully the student teacher or teacher-in-training will profit from them.

ITEM EXPLANATIONS

Item I - Behavioral Objectives

Behavioral (or instructional) objectives are written statements describing what the pupil(s) will do, how he/she will act or behave in order to demonstrate that learning (change) has occurred. These statements must be defined unambiguously using precise "action" words to describe observable behavior.

The usual definition of behavioral objectives includes three features: (1) statement of OBSERVABLE PUPIL BEHAVIOR; (2) the CONDITIONS within which the pupil will demonstrate that he/she has learned; and (3) the PERFORMANCE OR CRITERION LEVEL that specifies how well or to what standard the pupil must perform.

An example of a complete behavioral objective is: The pupil will verbally identify (OBSERVABLE BEHAVIOR) 8 out of 10 (PERFORMANCE LEVEL) spelling words when presented with a typed list (CONDITION) of the words.

This could be written in a variety of ways so long as the three criteria of behavior, performance level, and condition are met.

Item I, then, is written and can be checked and evaluated even before a lesson is presented.

Item II - Appropriateness of Objective

This is more variable than some of the items. It is included to focus the attention of teachers-in-training on knowing and planning for the interests of individual pupils. "Present functioning" refers to the current abilities of the pupil(s); and chronological age is obvious.

The above considerations are minimal when striving to individualize and personalize instruction, and at the outset will determine whether a particular lesson succeeds or fails.

This item can also be checked and evaluated before instruction begins.

Item III - Pre-instructional Set

Perhaps this is a more fancy term than "motivation". It refers to teacher behaviors that precede the actual "business" of instruction. It is, if you will, "setting the stage" for what is about to come.

The ways in which this can be achieved are endless; the important thing is to include an introduction to the lesson. In many respects this teaching behavior suggests how well the instructor knows her pupils —— their interests, strengths, etc.

Unfortunately it isn't uncommon to find teachers with material they want to teach and deem it to be important and relevant, but don't spend time preparing the prospective learners. As a result, the teacher doesn't succeed.

In using pre-instructional set the teacher demonstrates that she knows we teach pupils, not lesson plans or outlines.

Item IV - Lesson Sequence

We recognize that all children may not learn in an orderly and precise sequential manner; nonetheless the student teacher should practice preparing instructional steps. In some ways this skill parallels the detail and steps commonly found in programmed instructional materials.

Preparing sequenced instruction forces us to be cognizant of the various skills or behaviors that comprise a given lesson objective. While all pupils may not require fine and detailed steps, it is our "best guess" that the reluctant learners with whom we are working profit most (change most) from an orderly and clearly presented lesson.

Naturally sequential steps of instruction are not written out for every lesson in the real world of teaching, but this is an important skill and should be practiced by the student-teacher while she has the luxury of time and professional guidance.

The above four items are mostly planning skills and can best be reflected in written plans or outlines. Use the Occurrence Dimension of Form A - YES, NO, to check these. The Effectiveness Dimension - GOOD, AVERAGE, POOR - is best reflected when the plans are executed during instruction.

Item V - Pupil Activities

Pupil activities are seen in many forms, shapes and sizes. The idea is to select pupil activities or experiences which focus attention upon the accurate performance of the task stated in the behavioral objective. The activities can also serve in having a pupil practice skills or behaviors covered in a particular lesson. These activities might include motor, visual, auditory skills or a combination of all three. (There are many activities, too numerous to mention.)

This item should emphasize that the learner is or should be in an active role rather than passive role.

The materials employed could include teacher prepared, commercial; paper, blocks, puzzles, audio tapes, etc. The important point is to utilise a variety of materials and activities which have a direct tie to the goal of the lesson(s).

Item VI - Teacher Variation

This is related to Item V but dwells more explicity on teacher behaviors rather than pupil behaviors. Changes in the teacher's mannerisms can effect pupil attending behaviors. The teacher as a stimulus object may use movements, gestures, pauses, and a host of other techniques that seem to fit her style and at the same time are effective.

A. Teacher movement refers to the teacher locating herself to the left, right, front and back of what can be called the teaching space.

B. Teacher gestures may include the use of her hand(s), body, head, etc., to help convey meaning in the presentation of a particular lesson. Enthusiasm can be communicated in this fashion (non-verbal).

C. Teacher focusing is utilized when the teacher wants to emphasize a specific point. It may be clearly stressed by pointing, banging on the chalkboard, or through verbal expressions such as "listen closely," "watch this," or by combining these behaviors

D. Teacher humor is peculiar to the individual. Perhaps it is best described by stating "teacher humor is when pupils laugh with the teacher."

Teacher variation includes many, many styles and no one way can be forced upon another individual. We believe that items A, B, and C above, are important considerations and can be woven into anyone's style.

Item VII - Questioning Techniques

We know that teachers spend a great deal of their time in asking pupil questions. The most commonly used are "open" or divergent questions that are designed for a variety of responses; and "closed" or convergent questions which require the one best or most appropriate answer. "Probing" occurs when the teacher encourages a pupil to elaborate on his answer; clarify an answer. It is intended to encourage a pupil to interpret, generalize, and/or find a solution.

Of the three questioning techniques listed, the "closed" or convergent is probably the least preferred in most instances especially for persons practicing teaching. (Naturally the population of children being taught may limit one's opportunities to use other forms of questioning.)

Whenever possible the teacher should avoid answering her own questions, interrupting pupil answers, and avoid the one word "Yes," "No" types of questions.

Item VII - Reinforcement skills

(Professor Skinner may not be overly pleased with the license we've taken in describing these skills! That is not our problem)

Technically a reinforcer is a stimulus which tends to strengthen a response and may be verbal or non-verbal. Candy is a reinforcer for some pupils; verbal praise serves as a reinforcer for others. Reinforcement is measured only in light of behavioral changes.

A. Positive and verbal. In this instance the teacher verbally praises and encourages the pupil; accepts or asks for clarification of a pupil's idea. In a sense the pupil receives what we can call positive teacher feedback.

B. Positive and non-verbal. This would include elements of the above but gestures, smiling, writing the pupil's idea on the chalkboard, providing candy, all of these would be considered non-verbal teacher behaviors.

C. Negative and verbal. The use of sarcasm, ridicule, and punitive statements are commonly perceived notions of "negative reinforcers". (Essentially the teacher is verbally expressing negative feelings toward a pupil(s).)

D. Negative and non-verbal. The teacher may do this by ignoring or rejecting a pupil in any number of ways. Again, the idea of expressing teacher feelings is inherent in this particular conceptualization.

Item IX - Closure

This is a skill which many beginning teachers omit when instructing. It is the counterpart to pre-instructional set wherein the teacher provides a "wrapping up" of the lesson, a consolidation of the concepts or skills which were covered in the lesson. Closure may be used throughout a lesson so that the pupils know where they are and where they are going. It is demonstrating the connections between previously learned material, current presentation, and future learning.

Closure may be accomplished through having the pupils summarize the major points of a lesson through any number of activities.

Item X - Meeting Performance Criterion

This should be one of the easiest items to judge but the most difficult aspect of the lesson to achieve. We are asking the student teacher if the performance criterion that she prepared in the behavioral objective has been met. If so, indicate the number or percentage of pupils who did so.

The "effectiveness" dimension on the Rating Inventory can pertain to the teachers approach in handling the pupils evaluation: how did she go about determining whether or not the pupils met the stated objective?

AGAIN, WE WANT TO EMPHASIZE THAT THESE GUIDELINES AND THE ACCOMPANYING INSTRUCTIONAL BEHAVIORS RATING INVENTORY - FORM A ARE WORKING EDITIONS. THEY STILL NEED WORK AND MOST OF ALL SOME ADDITIONAL SUGGESTIONS AND COMMENTS FROM BOTH COOPERATING TEACHERS AND OUR STUDENTS.

WE WILL BE ACTIVELY SOLICITING YOUR HELP AND HOPE YOU'LL BE WILLING TO RESPOND.

Appendix R

STANFORD UNIVERSITY
SCHOOL OF EDUCATION
SECONDARY TEACHER EDUCATION PROGRAM

July 1966

TEACHER________________SUBJECT____________
OBSERVER_______________
TEACH____ RETEACH______

STUDENT-INITIATED QUESTIONS

	WEAK	BELOW AVERAGE	AVERAGE	STRONG	SUPERIOR	OUTSTANDING	TRULY EXCEPTIONAL
1. The teacher's introduction clarified the purpose of the lesson.	1	2	3	4	5	6	7
2. The discrepant event described by the teacher was interesting and aroused the students' curiousity.	1	2	3	4	5	6	7
3. The students had ample opportunity to ask questions.	1	2	3	4	5	6	7
4. The teacher allowed the students time to explore an idea before going on to another students' questions.	1	2	3	4	5	6	7
5. During the summary of the lesson the teacher applied questions asked by the students to demonstrate correct and incorrect approaches to solving the problem.	1	2	3	4	5	6	7

COMMENTS:____

____

____

____

Appendix S

University of Connecticut

Special Education

Cooperating Teacher Training Project

Teacher Instructional Skills Assessment Guide (TISAG)

Aims	
1. Behavioral Objectives	Three aspects are included; the observable behavior; the conditions; the criterion.
2. Appropriateness of Objectives	The objectives are based on the behaviorally assessed educational needs of the students.
Planning	
3. Organization of the Lesson	The parts of the lesson are related to the objectives; the parts are interrelated.
4. Selection of Activities	Appropriate for the objectives of the lesson; the level of the class; the teaching method used.
5. Selection of Materials	The materials and human resources used are clearly related to the objectives of the lesson, the competencies of the students and the selected method of instruction.
Performance	
6. Pre-instructional Orientation	The basic objectives of the lesson are described to the student. The level of performance is defined and described.
7. Stimulus Variation a. Teacher Movement b. Gesture c. Pacing d. Pausing e. Silence f. Sensory Channels g. Illustrations and Examples	Stimulus Variation should be used frequently.
8. Questioning Techniques a. Factual questions b. Convergent questions c. Divergent questions d. Evaluative questions	Vary questioning techniques and include divergent and evaluative questions as often as possible.
9. Ending Lesson	The lesson is ended when the pupils have achieved the aims of instruction. There is a deliberate attempt to tie the planned and chance events of the lesson and relate them to the immediate and long range aims of instruction.
0. Interaction	The teacher interacted with the group and with individuals. The students interacted with each other in relation to the lesson.
1. Reinforcement	Students were reinforced for participation and attention.
Evaluation	
2. Evaluation Procedures	Appropriate and varied evaluative techniques, both formal and informal were used.
13. Classroom Management	Details of class routines and mechanics have been considered. Demonstrates skill in guiding pupil behavior

daptation of Stanford Teacher Appraisal Guide.

Name ____________________
Date ____________________
Class Observed ____________________
Length of Observation ____________________
Observer ____________________

0 Unable to observe	1 Weak	2 Average	3 Strong	4 Outstanding			Comments Teacher St. Teacher
0	1	2	3	4	1	Aims	
0	1	2	3	4	2		
0	1	2	3	4	3	Planning	
0	1	2	3	4	4		
0	1	2	3	4	5		
0	1	2	3	4	6	Performance	
0	1	2	3	4	7 a b c d e f g		
0	1	2	3	4	8 a b c d		
0	1	2	3	4	9		
0	1	2	3	4	10		
0	1	2	3	4	11		
0	1	2	3	4	12		
0	1	2	3	4	13		

STANFORD TEACHER COMPETENCE APPRAISAL GUIDE

Appendix T

STANFORD TEACHER COMPETENCE APPRAISAL GUIDE

1	**Clarity of Aims.**	The purposes of the lesson are clear.
2	**Appropriateness of Aims.**	The aims are neither too easy nor too difficult for the pupils. They are appro and are accepted by the pupils.
3	**Organization of the Lesson.**	The individual parts of the lesson are clearly related to each other in an ap priate way. The total organization facilitates what is to be learned.
4	**Selection of Content.**	The content is appropriate for the aims of the lesson, the level of the class, the teaching method.
5	**Selection of Materials.**	The specific instructional materials and human resources used are clearly rela to the content of the lesson and complement the selected method of instruction
6	**Beginning the Lesson.**	Pupils come quickly to attention. They direct themselves to the tasks to be complished.
7	**Clarity of Presentation.**	The content of the lesson is presented so that it is understandable to the Different points of view and specific illustrations are used when appropriate
8	**Pacing of the Lesson.**	The movement from one part of the lesson to the next is governed by the achievement. The teacher "stays with the class" and adjusts the tempo ingly.
9	**Pupil Participation and Attention.**	The class is attentive. When appropriate the pupils actively participate in lesson.
10	**Ending the Lesson.**	The lesson is ended when the pupils have achieved the aims of instruction. is a deliberate attempt to tie together the planned and chance events of the son and relate them to the immediate and long range aims of instruction.
11	**Teacher-Pupil Rapport.**	The personal relationships between pupils and the teacher are harmonious.
12	**Variety of Evaluative Procedures.**	The teacher devises and uses an adequate variety of procedures, both formal informal, to evaluate progress in all of the aims of instruction.
13	**Use of Evaluation to Improve Teaching and Learning.**	The results of evaluation are carefully reviewed by teacher and pupils for the pose of improving teaching and learning.
14	**Concern for Professional Standards and Growth.**	The teacher helps, particularly in his specialty, to define and to enforce stan (1) for selecting, training, and licensing of teachers and (2) for working cond tools, and equipment necessary for efficient and effective practice.
15	**Effectiveness in School Staff Relationships.**	The teacher is respectful and considerate of his colleagues. He demonstrates ness of their personal concerns and professional development.
16	**Concern for the Total School Program.**	The teacher's concern is not simply for his courses and his students. He as part of the total school endeavor and actively works with other teache dents, and administrators to bring about the success of the program.
17	**Constructive Participation in Community Affairs.**	The teacher understands the particular community context in which he w helps to translate the purposes of the school's program to the community. responsible member of the community

15%	15%	15%	15%	10%			
2 BELOW AVERAGE	3 AVERAGE	4 STRONG	5 SUPERIOR	6 OUTSTANDING	7 TRULY EXCEPTIONAL		
2☐	3☐	4☐	5☐	6☐	7☐	1	AIMS
2☐	3☐	4☐	5☐	6☐	7☐	2	
2☐	3☐	4☐	5☐	6☐	7☐	3	PLANNING
2☐	3☐	4☐	5☐	6☐	7☐	4	
2☐	3☐	4☐	5☐	6☐	7☐	5	
2☐	3☐	4☐	5☐	6☐	7☐	6	PERFORMANCE
2☐	3☐	4☐	5☐	6☐	7☐	7	
2☐	3☐	4☐	5☐	6☐	7☐	8	
2☐	3☐	4☐	5☐	6☐	7☐	9	
2☐	3☐	4☐	5☐	6☐	7☐	10	
2☐	3☐	4☐	5☐	6☐	7☐	11	
2☐	3☐	4☐	5☐	6☐	7☐	12	EVALUATION
2☐	3☐	4☐	5☐	6☐	7☐	13	
2☐	3☐	4☐	5☐	6☐	7☐	14	COMMUNITY-PROFESSIONAL
2☐	3☐	4☐	5☐	6☐	7☐	15	
2☐	3☐	4☐	5☐	6☐	7☐	16	
2☐	3☐	4☐	5☐	6☐	7☐	17	

Name

Date

Class observed

Length of observation

Observer

GENERAL NOTES

Appendix U

THE UNIVERSITY OF CONNECTICUT
School of Education
Division of Special Education

Cooperating Teacher ______________________________

Student Teacher __________________________________

Date _________________________

Overall Rating Inventory of Student Teacher

Please complete two of these evaluations for your student teacher, one midway and one at the close of the teaching experience.

The items you are rating correspond to the General Expectations for Students.

Both the cooperating teacher and student teacher should sign the forms on the last page.

Please make sure that every item has been checked (✓).

	Not Observed	Weak	Below Average	Average	Strong	Superior
A. Curriculum Planning						
1. ________________						
2. ________________						
3. ________________						
4. ________________						
B. Diagnoses and Assessment						
5. ________________						
6. ________________						
7. ________________						
8. ________________						
C. Instruction						
9. ________________						
10. ________________						
11. ________________						
12. ________________						

	Not Observed	Weak	Below Average	Average	Strong	Superior
D. Classroom Management						
13. ______						
14. ______						
15. ______						
16. ______						
17. ______						
18. ______						
19. ______						
E. Resource/Consulting Teacher Role						
20. ______						
21. ______						
22. ______						
23. ______						
F. Parents and Community Relations						
24. ______						
25. ______						
26. ______						
27. ______						
G. Other Competencies						
28. ______						
29. ______						

General or specific comments: ______________________________

____

____

____

Signatures:

Cooperating Teacher ______________________

Student Teacher ______________________

Appendix V

University of Connecticut
Special Education
Cooperating Teacher Training Project

Processes of Communication

1. Paraphrasing

Paraphrasing is testing how well you understand another person's comment by trying to put his idea into your own words. The purpose is to assure yourself that his remarks were accurately interpreted by you. If you convey to him how you understood his remark he can affirm your interpretation, or correct it through further elaboration. Paraphrasing is more than using different words to say the same thing. For example;

Jim: Harriett is going to be an ineffective teacher.
Ray: You mean she can't do the job?
Jim: Right! She's ineffective.

If however, the meaning of Jim's original statement had been pursued the episode may have gone as follows:

Jim: Harriett is going to be an ineffective teacher.
Ray: You mean she has poor management skills?
Jim: No, she can't get her point across.
Ray: Oh! You mean she has poor instructional skills.
Jim: Right! She's ineffective.

In the first example the idea was repeated, but with no attempt to get at the meaning. In the second example the idea was repeated in an attempt to validate the meaning of the original statement.

2. Behavior Description

Behavioral descriptions are those descriptions which define events in terms that express the observable performance of individuals; or situations. The purpose is to define actions of individuals in ways that can be observed by others. Such definitions increase the accuracy of interpretation by assuring that both parties are talking about the same behavior or situation.

In the statement "Johnny didn't do very well in Math this morning," implies little more than that something was wrong with his performance as judged by the speaker. In the statement "Johnny's objective for today was 8 out of 10 problems correct, yet he only got 5 correct - that's poor performance!" the listener is aware of the actual performance and the yardstick by which the performance was considered to be "poor." Poor performance is defined in terms that express what is observable to the listener.

A statement such as "the kids were frustrated" is an example of a situational description which implies something was wrong, but doesn't imply the criterion by which frustration was inferred. "Did you notice the children looking out of the window, shuffling their feet, and did you see Johnny poke Mary?" "They were frustrated" tells the listener the criteria by which frustration was inferred. Foot shuffling, poking, and window peeping can be observed.

3. Perception Checking

Perception checking is a questioning technique which seeks verification of observable behavior which reflects emotion, attitude, feeling, or action by either party. The purpose of this technique is to verify the meaning of responses by formulating questions that include a description of the behavior from which emotion, feeling, or attitude is inferred. Fox example, "you were wringing your hands, were you nervous?" or "you're not talking, do you disagree with me?" These statements include a description of the behavior from which emotion and attitude were inferred. The answer to the first question may be "yes," verifying the speaker's perception of nervousness. The answer to the second question may be "no, I agree; I don't know what to do about it." The reason for the lack of a response is clarified and both parties know where the problem is.

4. Role Definition

Role definition is a description of the expected contributions of teacher and/or student teacher within a situation. The situation may be either during the conference or during an actual teaching situation. The purpose of this technique is to inform both parties of the specific actions that each should have taken or will take. Role definitions are not statements of authority. For example, "I am the teacher here, you're the student," is an expression of authority. While authority statements may be necessary from time to time, they seldom define the actions of individuals in specific situations.

A role definition might be "I will give the Math lesson to the group tomorrow." Both parties know what I will do. The Math lesson may be further elaborated, but one role has been defined for that period. The statement may not be so straight forward. One person may say "during Math I will work with Johnny on addition, Mary on shapes, and George on the large form board."

In a past situation a role definition might be that the teacher thought the student was going to do something she did not do. For example, "I thought you were going to take Harvey while I gave the others social studies." Another example is, "I expected you to keep Johnny in for throwing the ruler."

In these two situations there is an expressed difference between expected and actual performance. These expressed differences allow each party to explain the discrepency between actual and expected behavior. Thus, interpretation is improved as verification takes place.

5. Review and Search

Review and search is actually a two part process. It is summarizing the early elements of a conference and identifying possible alternatives for future action.

The review portion includes summarizing the discussion that has taken place, hence the summary is the next to last portion of a conference. The summary includes the content of the conference, problems described, possible alternatives for solution of the problems, and roles. Once the summary has taken place and alternatives have been identified, the parties select the most appropriate alternatives for the student teacher, teacher, and children. These alternatives should be stated in the form of instructional behaviors for the student teacher to demonstrate in the near future.

The summary statement could read something like this:

> "Our purpose today was to look at your activities selection for the Math lesson. Five students performed well below 70% which was the performance level. During your presentation the children were wiggling, elbowing others, and looking at the bulletin board. You felt comfortable with the subject - you said you knew it! We both felt that something other than a transparency might have held the children's attention better. You could have used a felt-board, blocks, cards, pictures from magazines, or PLDK cards. Now we have to decide which alternatives would be most appropriate in this case."

The statement was a brief summary of what was discussed, obviously many details were left out, but some points were reiterated. The listener can affirm, deny, or add to this summary. Behaviors were stated and alternatives were considered. The end product is an objective for the student. Consider the following example; for the next lesson in set identification the teacher will present each child with a set of blocks. Seventy percent of the children will count out the number of blocks as indicated by the teacher holding a flash card of the numeral.

Appendix W

Cooperating Teacher Project

Communication Process

Observation Sheet

PROCESS	OBSERVED	FREQUENCY	NOTES OR COMMENTS
Paraphrasing	YES NO	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
Behavior Description	YES NO	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
Perception Checking	YES NO	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
Role Definition	YES NO	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
Review and Search	YES NO	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	

Appendix X

UNIVERSITY OF CONNECTICUT

Cooperating Teacher Training Project

Teacher Survey - A

The purpose of this survey is to gather your reactions and judgments concerning central features of the Cooperating Teacher Project. We are requesting that you respond to the various areas or activities covered in this survey on the basis of their usefulness to you as a Cooperating Teacher. We are also requesting that you rate the areas in terms of your satisfaction with them as a Cooperating Teacher.

Your complete candor will be most helpful.

IMPORTANT:

(1) Place your check-mark in the middle of spaces, not on the boundries.

(2) Be sure to check every scale for every area - do not omit any.

(3) Never put more than one check-mark on a single scale.

(4) Make each item a separate and independent judgment.

(5) We are interested in your first impression, the immediate "feelings" about the items; but please do not be careless. We want your true impressions.

(6) Those items marked with an asterisk (*) can only be responded to on the satisfactory-unsatisfactory scale — the scale on the right-hand side of the survey.

(7) For those items which you have had no contact please note the column titled ITEM NOT APPLICATION and place check (✓) in the appropriate place.

STUDENT TEACHING

Extremely Useful	Useful	Undecided	Useful	Extremely Useful		Item is Not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
___1	___2	___3	___4	___5	(1) Overall ability of student teacher to write behavioral objectives		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(2) Overall application of behavioral objectives by student teacher		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(3) Preparation of student teacher in teaching reading and math		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(4) Participation of student teacher in evaluative conferences		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(5) Reaction of student teacher to evaluative conferences		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(6) Application of instructional techniques		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(7) Individualizing instruction		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(8) Behavior management techniques		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(9) Development of lesson plans		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(10) Student Teaching Handbook (Special Education version)		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(11) Thirteen item Instructional Skills Assessment Guide		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(12) Overall rating of student teaching		___1	___2	___3	___4	___5

UNIVERSITY SUPERVISION

Extremely Useful	Useful	Undecided	Useless	Extremely Useless		Item is Not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
___1	___2	___3	___4	___5	(1) Support and/or assistance from university representatives (Creamer, Strauch, Ramanauskas, Swassing)	___	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(2) Number and length of supervisory visits	___	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(3) Effectiveness of university representative in resolving problems or sensitive issues	___	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(4) Providing feedback to student teacher and cooperating teacher regarding observations	___	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(5) Overall rating of university supervision	___	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(6) Number of formal or informal three-way conferences	___	___1	___2	___3	___4	___5

Please add any comments:

COMMUNICATIONS
and
ARRANGEMENTS

Extremely Useful	Useful	Undecided	Useless	Extremely Useless		Item is Not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
___1	___2	___3	___4	___5	(1) **Meeting facilities and locations**	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(2) **Meeting times and dates**	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(3) **University efforts to communicate with project personnel**	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(4) **Workshop refreshments**	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(5) **Responsiveness of staff to project teachers' concerns and requests**	☐	___1	___2	___3	___4	___5

READING
and
MATH WORKSHOPS

(If you did not participate in any of these, please check (✓) and go on to the next section.)

Useful	Useful	Undecided	Useless	Extremely Useless		Item is Not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
___1	___2	___3	___4	___5	(1) Content of reading section of course	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(2) Content of math section of course	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(3) Instruction in content of reading section	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(4) Instruction in content of math section	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(5) Content regarding behavioral or insturctional objectives	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(6) Staff presentation in writing behavioral objectives	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(7) Staff follow-up in application of behavioral objectives	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(8) General classroom application of behavioral objectives	☐	___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(9) Text provided: Smith-Teacher diagnosis of educational difficulties	☐	___1	___2	___3	___4	___5

READING AND MATH WORKSHOPS (continued)

Useful	Useful	Undecided	Useless	Extremely Useless		Item is Not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
_1	___2	___3	___4	___5	(10) Text provided: PLUS- A handbook of experiments and activities in arithmetic		___1	___2	___3	___4	___5
_1	___2	___3	___4	___5	(11) Extra materials prepared for course - Xerox and ditto, (e.g., Phonics Activities)		___1	___2	___3	___4	___5
_1	___2	___3	___4	___5	(12) Yellow and Blue 4x6 cards for individual pupil objectives and ppogress		___1	___2	___3	___4	___5
_1	___2	___3	___4	___5	(13) Task specific or diagnostic teaching		___1	___2	___3	___4	___5

SPRING WORKSHOPS

Useful	Useful	Undecided	Useless	Extremely Useless		Item is not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
____1	____2	____3	____4	____5	(1) Roles and expectations of cooperating teachers as defined		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(2) Roles and expectations of student teachers as defined		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(3) Roles and expectations of university supervisors as defined		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(4) Staff presentation regarding roles and expectations		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(5) Written paper regarding TISAG - including behavioral objectives, questioning techniques, etc.		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(6) Staff presentation in use of TISAG		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(7) Practice in recording instructional skills with TISAG utilizing video taped demonstration lessons.		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(8) Format of TISAG		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(9) Application of TISAG in evaluating student teacher		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(10) Written paper on conferencing skills, (i.e., paraphrasing behavior description, role definition, etc.)		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(11) Staff presentation of above		____1	____2	____3	____4	____5

SPRING WORKSHOPS (continued)

Useful	Useful	Undecided	Useless	Extremely Useless		Item is Not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
___1	___2	___3	___4	___5	(12) Practice session using audio tape of conference in identifying conferencing skills		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(13) Format of conference skills work sheet		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(14) "Content Questions" outline for conferencing, e.g., What are goals of the conference?		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(15) Application of "Content Questions" in actual conference.		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(16) Small group triad work sessions		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(17) General format of workshops		___1	___2	___3	___4	___5

Appendix Y

THE UNIVERSITY OF CONNECTICUT

COOPERATING TEACHER TRAINING PROJECT—MR

STUDENT TEACHER SURVEY - B

Listed below is the concept UNIVERSITY SUPERVISION. Please give us your most candid response for each item listed under the concept. Place a check (✓) in the most appropriate space(s).

	Extremely Useful	Useful	Undecided	Useless	Extremely Useless	UNIVERSITY SUPERVISION	Item is Not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
(1)	___1	___2	___3	___4	___5	Supervisory visits from University personnel (Creamer, Peterson, Strauch, Ramanauskas, and Swassing).	___	___1	___2	___3	___4	___5
(2)	___1	___2	___3	___4	___5	Number and length of University supervisory visits.	___	___1	___2	___3	___4	___5
(3)	___1	___2	___3	___4	___5	Support and assistance from University representatives.	___	___1	___2	___3	___4	___5
(4)	___1	___2	___3	___4	___5	Effectiveness of University representative(s) in resolving problems or sensitive issues.	___	___1	___2	___3	___4	___5
(5)	___1	___2	___3	___4	___5	Providing feedback to student teacher and cooperating teacher regarding observations	___	___1	___2	___3	___4	___5
(6)	___1	___2	___3	___4	___5	*Objective evaluation of student teacher by University representative(s).	___	___1	___2	___3	___4	___5
7)	___1	___2	___3	___4	___5	Overall rating of University supervision.	___	___1	___2	___3	___4	___5

UNIVERSITY OF CONNECTICUT

Cooperating Teacher Training Project - MR

Student Teacher Survey

Listed below is the concept COOPERATING TEACHER. Please give us your most candid response for each item under the concept. Place a check (✓) in the most appropriate space(s).

COOPERATING TEACHER

Extremely Useful	Useful	Undecided	Useless	Extremely Useless		Item is Not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
____1	____2	____3	____4	____5	(1) Performance of the cooperating teacher in writing behavioral objectives		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(2) Performance of the cooperating teacher in utilizing behavioral objectives		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(3) Teacher ability in reading and math instruction (in the classroom).		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(4) Reaction of cooperating teacher in evaluative conferences		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(5) Teacher's individualization of instruction		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(6) Overall rating of cooperating teacher		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(7) Evaluative conferences		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(8) Openness of communication		____1	____2	____3	____4	____5
____1	____2	____3	____4	____5	(9) Evaluation of teacher instructional skills		____1	____2	____3	____4	____5

COOPERATING TEACHER (Continued)

Useful	Useful	Undecided	Useless	Extremely Useless		Item is Not Applicable	Extremely Satisfactory	Satisfactory	Undecided	Unsatisfactory	Extremely Unsatisfactory
___1	___2	___3	___4	___5	(10) Isolating strengths and weaknesses of the student teacher		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(11) Providing practical suggestions relative to instructional techniques		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(12) Providing practical suggestions relative to instructional techniques		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(13) Providing practical suggestions relative to classroom management		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(14) Assistance in writing behavioral objectives		___1	___2	___3	___4	___5
___1	___2	___3	___4	___5	(15) Overall rating of student teaching experience		___1	___2	___3	___4	___5

Appendix Z

THE UNIVERSITY OF CONNECTICUT
COOPERATING TEACHER TRAINING PROJECT-MR
SCHOOL OF EDUCATION
(FOR COOPERATING TEACHERS*)

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair __X__: _____:_____:_____:_____:_____:_____unfair

OR

fair_____:_____:_____:_____:_____:_____:__X__unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check mark as follows:

strong_____:__X__:_____:_____:_____:_____:_____weak

OR

strong_____:_____:_____:_____:_____:__X__:_____weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active_____:_____:__X__:_____:_____:_____:_____passive

OR

active_____:_____:_____:_____:__X__:_____:_____passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check mark in the middle space as follows:

---

*Same directions were given to student teachers.

safe_____:_____:_____:__X__:_____:_____:_____dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

THIS NOT THIS

_____:_____:_____:__X__:_____X_____:_____

(2) Be sure to check every scale for every concept — do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so don't look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through the test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

UNIVERSITY SUPERVISION

1. pleasant ____:____:____:____:____:____:____ unpleasant
2. disorganized ____:____:____:____:____:____:____ organized
3. good ____:____:____:____:____:____:____ bad
4. critical ____:____:____:____:____:____:____ supportive
5. friendly ____:____:____:____:____:____:____ unfriendly
6. strict ____:____:____:____:____:____:____ lenient
7. fair ____:____:____:____:____:____:____ unfair
8. foolish ____:____:____:____:____:____:____ wise
9. approving ____:____:____:____:____:____:____ disapproving
10. sad ____:____:____:____:____:____:____ happy
11. cooperative ____:____:____:____:____:____:____ uncooperative
12. unreasonable ____:____:____:____:____:____:____ reasonable
13. liberal ____:____:____:____:____:____:____ authoritative
14. not accepting ____:____:____:____:____:____:____ accepting
15. understanding ____:____:____:____:____:____:____ not understanding
16. incompetent ____:____:____:____:____:____:____ competent
17. consistent ____:____:____:____:____:____:____ inconsistent
18. insincere ____:____:____:____:____:____:____ sincere
19. direct ____:____:____:____:____:____:____ indirect
20. thoughtless ____:____:____:____:____:____:____ thoughtful

UNIVERSITY SUPERVISOR EXPECTATIONS FOR ME

1. nice _____:_____:_____:_____:_____:_____:_____ awful
2. restrictive _____:_____:_____:_____:_____:_____:_____ open
3. interesting _____:_____:_____:_____:_____:_____:_____ boring
4. chaotic _____:_____:_____:_____:_____:_____:_____ ordered
5. successful _____:_____:_____:_____:_____:_____:_____ unsuccessful
6. discouraging _____:_____:_____:_____:_____:_____:_____ satisfying
7. relaxed _____:_____:_____:_____:_____:_____:_____ tense
8. unpleasant _____:_____:_____:_____:_____:_____:_____ pleasant
9. good _____:_____:_____:_____:_____:_____:_____ bad
10. disorganized _____:_____:_____:_____:_____:_____:_____ organized
11. rewarding _____:_____:_____:_____:_____:_____:_____ unrewarding
12. uncomfortable _____:_____:_____:_____:_____:_____:_____ comfortable
13. helpful _____:_____:_____:_____:_____:_____:_____ unhelpful
14. worthless _____:_____:_____:_____:_____:_____:_____ worthwhile
15. meaningful _____:_____:_____:_____:_____:_____:_____ meaningless
16. ineffective _____:_____:_____:_____:_____:_____:_____ effective
17. agreeable _____:_____:_____:_____:_____:_____:_____ disagreeable
18. distructive _____:_____:_____:_____:_____:_____:_____ productive
19. wonderful _____:_____:_____:_____:_____:_____:_____ dreadful
20. difficult _____:_____:_____:_____:_____:_____:_____ easy

MY SELF-EXPECTATIONS

1. nice ____:____:____:____:____:____:____ awful

2. restrictive ____:____:____:____:____:____:____ open

3. interesting ____:____:____:____:____:____:____ boring

4. chaotic ____:____:____:____:____:____:____ ordered

5. successful ____:____:____:____:____:____:____ unsuccessful

6. discouraging ____:____:____:____:____:____:____ satisfying

7. relaxed ____:____:____:____:____:____:____ tense

8. unpleasant ____:____:____:____:____:____:____ pleasant

9. good ____:____:____:____:____:____:____ bad

10. disorganized ____:____:____:____:____:____:____ organized

11. rewarding ____:____:____:____:____:____:____ unrewarding

12. uncomfortable ____:____:____:____:____:____:____ comfortable

13. helpful ____:____:____:____:____:____:____ unhelpful

14. worthless ____:____:____:____:____:____:____ worthwhile

15. meaningful ____:____:____:____:____:____:____ meaningless

16. ineffective ____:____:____:____:____:____:____ effective

17. agreeable ____:____:____:____:____:____:____ disagreeable

18. distructive ____:____:____:____:____:____:____ productive

19. wonderful ____:____:____:____:____:____:____ dreadful

20. difficult ____:____:____:____:____:____:____ easy

EVALUATIVE CONFERENCES

1. nice ____:____:____:____:____:____:____ awful

2. restrictive ____:____:____:____:____:____:____ open

3. interesting ____:____:____:____:____:____:____ boring

4. chaotic ____:____:____:____:____:____:____ ordered

5. successful ____:____:____:____:____:____:____ unsuccessful

6. discouraging ____:____:____:____:____:____:____ satisfying

7. relaxed ____:____:____:____:____:____:____ tense

8. unpleasant ____:____:____:____:____:____:____ pleasant

9. good ____:____:____:____:____:____:____ bad

10. disorganized ____:____:____:____:____:____:____ organized

11. rewarding ____:____:____:____:____:____:____ unrewarding

12. uncomfortable ____:____:____:____:____:____:____ comfortable

13. helpful ____:____:____:____:____:____:____ unhelpful

14. worthless ____:____:____:____:____:____:____ worthwhile

15. meaningful ____:____:____:____:____:____:____ meaningless

16. ineffective ____:____:____:____:____:____:____ effective

17. agreeable ____:____:____:____:____:____:____ disagreeable

18. distructive ____:____:____:____:____:____:____ productive

19. wonderful ____:____:____:____:____:____:____ dreadful

20. difficult ____:____:____:____:____:____:____ easy

MY STUDENT TEACHER

1. pleasant _____:_____:_____:_____:_____:_____:_____ unpleasant
2. disorganized _____:_____:_____:_____:_____:_____:_____ organized
3. good _____:_____:_____:_____:_____:_____:_____ bad
4. critical _____:_____:_____:_____:_____:_____:_____ supportive
5. friendly _____:_____:_____:_____:_____:_____:_____ unfriendly
6. strict _____:_____:_____:_____:_____:_____:_____ lenient
7. fair _____:_____:_____:_____:_____:_____:_____ unfair
8. foolish _____:_____:_____:_____:_____:_____:_____ wise
9. approving _____:_____:_____:_____:_____:_____:_____ disapproving
10. sad _____:_____:_____:_____:_____:_____:_____ happy
11. cooperative _____:_____:_____:_____:_____:_____:_____ uncooperative
12. unreasonable _____:_____:_____:_____:_____:_____:_____ reasonable
13. liberal _____:_____:_____:_____:_____:_____:_____ authoritative
14. not accepting _____:_____:_____:_____:_____:_____:_____ accepting
15. understanding _____:_____:_____:_____:_____:_____:_____ not understanding
16. incompetent _____:_____:_____:_____:_____:_____:_____ competent
17. consistent _____:_____:_____:_____:_____:_____:_____ inconsistent
18. insincere _____:_____:_____:_____:_____:_____:_____ sincere
19. direct _____:_____:_____:_____:_____:_____:_____ indirect
20. thoughtless _____:_____:_____:_____:_____:_____:_____ thoughtful

STUDENT TEACHER EXPECTATIONS FOR ME

1. nice _____:_____:_____:_____:_____:_____:_____ awful
2. restrictive _____:_____:_____:_____:_____:_____:_____ open
3. interesting _____:_____:_____:_____:_____:_____:_____ boring
4. chaotic _____:_____:_____:_____:_____:_____:_____ ordered
5. successful _____:_____:_____:_____:_____:_____:_____ unsuccessful
6. discouraging _____:_____:_____:_____:_____:_____:_____ satisfying
7. relaxed _____:_____:_____:_____:_____:_____:_____ tense
8. unpleasant _____:_____:_____:_____:_____:_____:_____ pleasant
9. good _____:_____:_____:_____:_____:_____:_____ bad
10. disorganized _____:_____:_____:_____:_____:_____:_____ organized
11. rewarding _____:_____:_____:_____:_____:_____:_____ unrewarding
12. uncomfortable _____:_____:_____:_____:_____:_____:_____ comfortable
13. helpful _____:_____:_____:_____:_____:_____:_____ unhelpful
14. worthless _____:_____:_____:_____:_____:_____:_____ worthwhile
15. meaningful _____:_____:_____:_____:_____:_____:_____ meaningless
16. ineffective _____:_____:_____:_____:_____:_____:_____ effective
17. agreeable _____:_____:_____:_____:_____:_____:_____ disagreeable
18. distructive _____:_____:_____:_____:_____:_____:_____ productive
19. wonderful _____:_____:_____:_____:_____:_____:_____ dreadful
20. difficult _____:_____:_____:_____:_____:_____:_____ easy

Appendix A.a

THE UNIVERSITY OF CONNECTICUT
COOPERATING TEACHER TRAINING PROJECT-MR
SCHOOL OF EDUCATION
(For Student Teachers)

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair __X__ : _____ : _____ : _____ : _____ : _____ : _____ unfair

OR

fair _____ : _____ : _____ : _____ : _____ : _____ : __X__ unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check mark as follows:

strong _____ : __X__ : _____ : _____ : _____ : _____ : _____ weak

OR

strong _____ : _____ : _____ : _____ : _____ : __X__ : _____ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active _____ : _____ : __X__ : _____ : _____ : _____ : _____ passive

OR

active _____ : _____ : _____ : _____ : __X__ : _____ : _____ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check mark in the middle space as follows:

safe_____:_____:_____:__X__:_____:_____:_____dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

THIS NOT THIS

_____:_____:_____:__X__:_____X_____:_____

(2) Be sure to check every scale for every concept — do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so don't look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through the test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

UNIVERSITY SUPERVISION

1. pleasant ____:____:____:____:____:____:____ unpleasant

2. disorganized ____:____:____:____:____:____:____ organized

3. good ____:____:____:____:____:____:____ bad

4. critical ____:____:____:____:____:____:____ supportive

5. friendly ____:____:____:____:____:____:____ unfriendly

6. strict ____:____:____:____:____:____:____ lenient

7. fair ____:____:____:____:____:____:____ unfair

8. foolish ____:____:____:____:____:____:____ wise

9. approving ____:____:____:____:____:____:____ disapproving

10. sad ____:____:____:____:____:____:____ happy

11. cooperative ____:____:____:____:____:____:____ uncooperative

12. unreasonable ____:____:____:____:____:____:____ reasonable

13. liberal ____:____:____:____:____:____:____ authoritative

14. not accepting ____:____:____:____:____:____:____ accepting

15. understanding ____:____:____:____:____:____:____ not understanding

16. incompetent ____:____:____:____:____:____:____ competent

17. consistent ____:____:____:____:____:____:____ inconsistent

18. insincere ____:____:____:____:____:____:____ sincere

19. direct ____:____:____:____:____:____:____ indirect

20. thoughtless ____:____:____:____:____:____:____ thoughtful

MY SELF-EXPECTATIONS

1. nice _____:_____:_____:_____:_____:_____:_____ awful

2. restrictive _____:_____:_____:_____:_____:_____:_____ open

3. interesting _____:_____:_____:_____:_____:_____:_____ boring

4. chaotic _____:_____:_____:_____:_____:_____:_____ ordered

5. successful _____:_____:_____:_____:_____:_____:_____ unsuccessful

6. discouraging _____:_____:_____:_____:_____:_____:_____ satisfying

7. relaxed _____:_____:_____:_____:_____:_____:_____ tense

8. unpleasant _____:_____:_____:_____:_____:_____:_____ pleasant

9. good _____:_____:_____:_____:_____:_____:_____ bad

10. disorganized _____:_____:_____:_____:_____:_____:_____ organized

11. rewarding _____:_____:_____:_____:_____:_____:_____ unrewarding

12. uncomfortable _____:_____:_____:_____:_____:_____:_____ comfortable

13. helpful _____:_____:_____:_____:_____:_____:_____ unhelpful

14. worthless _____:_____:_____:_____:_____:_____:_____ worthwhile

15. meaningful _____:_____:_____:_____:_____:_____:_____ meaningless

16. ineffective _____:_____:_____:_____:_____:_____:_____ effective

17. agreeable _____:_____:_____:_____:_____:_____:_____ disagreeable

18. distructive _____:_____:_____:_____:_____:_____:_____ productive

19. wonderful _____:_____:_____:_____:_____:_____:_____ dreadful

20. difficult _____:_____:_____:_____:_____:_____:_____ easy

COOPERATING TEACHER EXPECTATIONS FOR ME

1. nice ____:____:____:____:____:____:____ awful

2. restrictive ____:____:____:____:____:____:____ open

3. interesting ____:____:____:____:____:____:____ boring

4. chaotic ____:____:____:____:____:____:____ ordered

5. successful ____:____:____:____:____:____:____ unsuccessful

6. discouraging ____:____:____:____:____:____:____ satisfying

7. relaxed ____:____:____:____:____:____:____ tense

8. unpleasant ____:____:____:____:____:____:____ pleasant

9. good ____:____:____:____:____:____:____ bad

10. disorganized ____:____:____:____:____:____:____ organized

11. rewarding ____:____:____:____:____:____:____ unrewarding

12. uncomfortable ____:____:____:____:____:____:____ comfortable

13. helpful ____:____:____:____:____:____:____ unhelpful

14. worthless ____:____:____:____:____:____:____ worthwhile

15. meaningful ____:____:____:____:____:____:____ meaningless

16. ineffective ____:____:____:____:____:____:____ effective

17. agreeable ____:____:____:____:____:____:____ disagreeable

18. distructive ____:____:____:____:____:____:____ productive

19. wonderful ____:____:____:____:____:____:____ dreadful

20. difficult ____:____:____:____:____:____:____ easy

UNIVERSITY SUPERVISOR EXPECTATIONS FOR ME

1. nice ____:____:____:____:____:____:____ awful
2. restrictive ____:____:____:____:____:____:____ open
3. interesting ____:____:____:____:____:____:____ boring
4. chaotic ____:____:____:____:____:____:____ ordered
5. successful ____:____:____:____:____:____:____ unsuccessful
6. discouraging ____:____:____:____:____:____:____ satisfying
7. relaxed ____:____:____:____:____:____:____ tense
8. unpleasant ____:____:____:____:____:____:____ pleasant
9. good ____:____:____:____:____:____:____ bad
10. disorganized ____:____:____:____:____:____:____ organized
11. rewarding ____:____:____:____:____:____:____ unrewarding
12. uncomfortable ____:____:____:____:____:____:____ comfortable
13. helpful ____:____:____:____:____:____:____ unhelpful
14. worthless ____:____:____:____:____:____:____ worthwhile
15. meaningful ____:____:____:____:____:____:____ meaningless
16. ineffective ____:____:____:____:____:____:____ effective
17. agreeable ____:____:____:____:____:____:____ disagreeable
18. distructive ____:____:____:____:____:____:____ productive
19. wonderful ____:____:____:____:____:____:____ dreadful
20. difficult ____:____:____:____:____:____:____ easy

EVALUATIVE CONFERENCES

1. nice ____:____:____:____:____:____:____ awful
2. restrictive ____:____:____:____:____:____:____ open
3. interesting ____:____:____:____:____:____:____ boring
4. chaotic ____:____:____:____:____:____:____ ordered
5. successful ____:____:____:____:____:____:____ unsuccessful
6. discouraging ____:____:____:____:____:____:____ satisfying
7. relaxed ____:____:____:____:____:____:____ tense
8. unpleasant ____:____:____:____:____:____:____ pleasant
9. good ____:____:____:____:____:____:____ bad
10. disorganized ____:____:____:____:____:____:____ organized
11. rewarding ____:____:____:____:____:____:____ unrewarding
12. uncomfortable ____:____:____:____:____:____:____ comfortable
13. helpful ____:____:____:____:____:____:____ unhelpful
14. worthless ____:____:____:____:____:____:____ worthwhile
15. meaningful ____:____:____:____:____:____:____ meaningless
16. ineffective ____:____:____:____:____:____:____ effective
17. agreeable ____:____:____:____:____:____:____ disagreeable
18. distructive ____:____:____:____:____:____:____ productive
19. wonderful ____:____:____:____:____:____:____ dreadful
20. difficult ____:____:____:____:____:____:____ easy

MY COOPERATING TEACHER

1. nice ____:____:____:____:____:____:____ awful
2. restrictive ____:____:____:____:____:____:____ open
3. interesting ____:____:____:____:____:____:____ boring
4. chaotic ____:____:____:____:____:____:____ ordered
5. successful ____:____:____:____:____:____:____ unsuccessful
6. discouraging ____:____:____:____:____:____:____ satisfying
7. relaxed ____:____:____:____:____:____:____ tense
8. unpleasant ____:____:____:____:____:____:____ pleasant
9. good ____:____:____:____:____:____:____ bad
10. disorganized ____:____:____:____:____:____:____ organized
11. rewarding ____:____:____:____:____:____:____ unrewarding
12. uncomfortable ____:____:____:____:____:____:____ comfortable
13. helpful ____:____:____:____:____:____:____ unhelpful
14. worthless ____:____:____:____:____:____:____ worthwhile
15. meaningful ____:____:____:____:____:____:____ meaningless
16. ineffective ____:____:____:____:____:____:____ effective
17. agreeable ____:____:____:____:____:____:____ disagreeable
18. distructive ____:____:____:____:____:____:____ productive
19. wonderful ____:____:____:____:____:____:____ dreadful
20. difficult ____:____:____:____:____:____:____ easy

MY STUDENT TEACHING EXPERIENCE

1. nice _____:_____:_____:_____:_____:_____:_____ awful

2. restrictive _____:_____:_____:_____:_____:_____:_____ open

3. interesting _____:_____:_____:_____:_____:_____:_____ boring

4. chaotic _____:_____:_____:_____:_____:_____:_____ ordered

5. successful _____:_____:_____:_____:_____:_____:_____ unsuccessful

6. discouraging _____:_____:_____:_____:_____:_____:_____ satisfying

7. relaxed _____:_____:_____:_____:_____:_____:_____ tense

8. unpleasant _____:_____:_____:_____:_____:_____:_____ pleasant

9. good _____:_____:_____:_____:_____:_____:_____ bad

10. disorganized _____:_____:_____:_____:_____:_____:_____ organized

11. rewarding _____:_____:_____:_____:_____:_____:_____ unrewarding

12. uncomfortable _____:_____:_____:_____:_____:_____:_____ comfortable

13. helpful _____:_____:_____:_____:_____:_____:_____ unhelpful

14. worthless _____:_____:_____:_____:_____:_____:_____ worthwhile

15. meaningful _____:_____:_____:_____:_____:_____:_____ meaningless

16. ineffective _____:_____:_____:_____:_____:_____:_____ effective

17. agreeable _____:_____:_____:_____:_____:_____:_____ disagreeable

18. distructive _____:_____:_____:_____:_____:_____:_____ productive

19. wonderful _____:_____:_____:_____:_____:_____:_____ dreadful

20. difficult _____:_____:_____:_____:_____:_____:_____ easy

THE UNIVERSITY OF CONNECTICUT

School of Education

Division of Special Education

1973

STUDENT TEACHERS

The purpose of this questionnaire is to gather some of your reactions to, and judgments of, your student teaching experience. We are specifically concerned with your perception of your cooperating teacher and of the interaction between the two of you.

We are requesting that you respond to each item. Each item is phrased as a question, to which you may answer "Yes", "No", or "N/A" (Not applicable). The response "N/A" should be checked only if you find that the item does not really apply to the unique situation in which you carried on your student teaching activities.

You will notice that some questions are divided into two parts. If you answer "Yes" on part 'a', please answer part 'b'. If you answer "No" or "N/A" on part 'a', there will not be any need to answer part 'b'.

Your complete candor will be greatly appreciated.

Thank you.

DO NOT SIGN YOUR NAME.

Cooperating Teacher Training Project

	Yes	No	N/A
1. a. Did your cooperating teacher provide you with an overview of the present class curriculum?			
b. If so, did she relate to you how the present class curriculum fits in with the total curriculum (past and future) for the class as a whole?			
2. a. Did your cooperating teacher provide you with sufficient opportunity, prior to the teaching, to observe the students.			
b. If so, did she discuss with you specific behavioral and academic characteristics which you observed during this period?			
3. Did your cooperating teacher plan with you in advance the rate at which your teaching duties were to be assumed?			
4. Did she provide you with the opportunity to observe and record her instructional approaches in the classroom?			
5. Did she provide opportunities for you to observe other classes in the school?			
6. a. Did she discuss with you some guidelines concerning your role and authority in the classroom?			
b. If so, did she emphasize the team approach?			
7. a. Did your cooperating teacher acquaint you with the resource personnel available in the system, such as school psychologist, etc.			
b. If so, did she inform you of the assistance you might realistically expect from each of these resource personnel?			
8. Did your cooperating teacher discuss with you, at the beginning of your teaching experience, the frequency of evaluations?			
9. Did she discuss with you the measures that were to be used in her evaluation of your performance?			

		Yes	No	N/A
10.	Did she discuss with you the skills which she would be looking for?			
11.	Did your cooperating teacher maintain written records of your progress and make them available to you for discussion?			
12.	Did she identify both strengths and weaknesses in your performance?			
13.	Did she encourage you to express your point of view regarding her evaluations of your performance?			
14.	Did she inform you that she was available to listen and react to your suggestions, questions, and problems at all times, not only during scheduled meetings?			
15.	Do you feel that your cooperating teacher assisted in establishing an atmosphere that lent itself to free and open interaction concerning the cooperative teaching experience?			
16.	Did your cooperating teacher discuss with you the preparation of your lesson plans in terms of behavioral objectives, content, and techniques?			
17.	Did she assist you in the evaluation of your lessons in terms of their success and failure?			
18.	Was Form A utilized?			
19.	Was form B utilized?			
20.	Did your cooperating teacher demonstrate a variety of materials and techniques and discuss with you the reasons for their use?			
21.	Did she discuss with you effective methods for classroom management which help to create a good learning environment?			
22.	Did she allow you the flexibility to employ classroom management techniques which you felt might be successful?			

	Yes	No	N/A
23. Did she assist you in developing effective lesson plans which were realistic for you as well as for the class?			
24. Did she discuss with your guidelines for test construction and administration?			
25. Did she permit you to experiment with content and techniques which were not part of her teaching repertoire but which could be justified in terms of the student's needs and overall goals of the curriculum?			
26. Did she allow you to participate in the development of goals and objectives for the instructional program?			
27. Did you feel that your cooperating teacher provided a sufficiently flexible classroom program which permitted you to demonstrate your teaching ability?			
28. Did she assign you units of work which allowed you increased responsibility for the total class?			
29. Did she assist you in critically analyzing your instructional style so that you developed an awareness of methods which may hinder successful teaching?			
30. Did she discuss with you sources of professional improvement through involvement in professional organizations?			
31. Did your cooperating teacher involve you in parent conferences, special services meetings, and faculty meetings?			
32. Did she inform you of professional publications, supplementary materials, and resources available within the community?			

Additional comments and reactions: (Please feel free to express any further reactions you have concerning your cooperating teacher.)

Appendix C.c

THE UNIVERSITY OF CONNECTICUT

School of Education

Division of Special Education

1973

Dear Cooperating Teacher:

It was our hope that the various student teacher evaluation forms which were supplied to you would assist in making an objective and skill-based appraisal of your student teacher's performance in the classroom. However, without any feedback from you regarding the utility of these forms, there is no way of telling to what extent this hope was realized.

Accordingly, we would appreciate it if you would take a few minutes and respond to the enclosed questionnaire, which is intended to gather your reactions to the various forms. Please return your completed questionnaire in the enclosed envelope.

Thank you again for your assistance in piloting the use of these forms.

Enclosure: Forms A, B. C.

Cooperating Teacher Training Project

THE UNIVERSITY OF CONNECTICUT

Cooperating Teacher Training Project
1973 Teacher Questionnaire

FORM "C" - EXPLANATION

RATING INVENTORY (FORM "A") ITEMS

Form "C" reflects our attempt to create a "common base" in defining the various items included in the Instructional Behaviors Rating Inventory. Please refer to Form "C" and respond to the following questions:

1. Was the explanation of the term "Behavior Objective" (Item I) adequate enough to allow you to evaluate your student teacher's objectives based on our criterion?

Yes ____ No ____

Comment?

____

____

2. Was our position on the "appropriateness" of behavioral objectives (Item II) adequate enough for the purpose of evaluation?

Yes ____ No ____

Comment?

____

____

3. Is it clear what we meant by the term "Pre-Instructional Set" (Item III)?

Yes ____ No ____

Comment?

____

____

4. Was our explanation of "Lesson Sequencing" (Item IV) adequate enough for you to evaluate your student teacher based on our definition?

Yes ____ No ____

Comment?

____

____

5. Was our description of "Pupil Activities" (Item V) sufficient enough to allow you to recognize when they occurred according to this description?

Yes _____ No _____

Comment?

____

____

6. A. Was our definition of "Teacher Variation" (Item VI) clear enough so that you were able to recognize it when it occurred?

Yes _____ No _____

B. Were you able to distinguish effectively between teacher movement, teacher gestures and teacher focusing, based upon our explanation of these terms?

Yes _____ No _____

Comment?

____

____

7. A. Were you able to distinguish between "divergent" and "convergent" questions based on our specification of "Questioning Techniques" (Item VII)?

Yes _____ No _____

Comment?

____

____

B. Was our portion on affective teacher questioning made clear?

Yes _____ No _____

Comment?

____

____

C. Was the term "probing" defined clearly enough for you to recognize when it occurred?

Yes _____ No _____

Comment?

____

____

8. Was our definition of the items included in our dilineation of "Reinforcement Skills" (Item VIII) adequate enough to allow you to recognise when each of the four categories (positive/verbal, positive/non-verbal, negative/verbal, negative/non-verbal) of teacher behavior occurred?

Yes ____ No ____

Comment?

____

____

9. Was our definition of the term "Closure" (Item IX) adequate enough to allow you to recognize when it occurred?

Yes ____ No ____

Comment?

____

____

FORM "A" - INSTRUCTIONAL BEHAVIORS

RATING INVENTORY

Form "A" is a rating inventory dealing particularly with the instructional skills explained in Form "C". Please refer to Form "A" when answering the following questions:

1. Approximately how many times did you utilize this form in observing your student teacher? ________

2. Did the "forced-choice" (Yes - No) aspect of this form present any difficulties to you when you were trying to determine whether or not the particular behavior or activity occurred?

   Yes ____ No ____

   Comment?

   ____

   ____

3. Did the effectiveness dimension (good - average - poor) present any difficulties in evaluation?

   Yes ____ No ____

   Comment?

   ____

   ____

4. In general, how useful was this form to you in focusing your attention on specific teaching skills?

   Very Useful ____ Moderately Useful ____ Not Very Useful ____

5. Did you use this form in conferences with your student teachers?

   Yes ____ No ____

   Comment?

   ____

   ____

6. What recommendations do you have to improve Form "A"? (its format, particular items, etc.)

   ____

   ____

FORM "B" - CLASSROOM INTERACTIONS

Form "B" reflects an attempt to allow you to sample the frequency of interaction between student-teacher and student(s). Please refer to Form "B" when answering the following questions:

1. Approximately how many times did you use this form? ________

2. Did you find this form applicable to your teaching situation?

   Yes ____ No ____

   Comment?

   ____

   ____

3. How useful was this form to you in helping to focus your attention on the interaction between teacher and student?

   Very Useful ____ Moderately Useful ____ Not Very Useful ____

4. Did you use this form in conferences with your student teacher?

   Yes ____ No ____

   Comment?

   ____

   ____

5. Were the directions for the use of this form sufficiently clear?

   Yes ____ No ____

   Comment?

   ____

   ____

6. What recommendations do you have to improve Form "B"? (its format, its application, etc.)

   ____

   ____